THEME 1

who Am I ?



CHAPTER 1

All About Me



DISCOVER Time

Picture Of Me

Activity Stick your photo, color the frame and write your name.



- Help your child to stick his/her photo inside the frame, then color the frame and write his/her name. Be sure that your child holds the pencil correctly.
- **Integration of subjects :** English (write his/her name) - Art (color the frame).
- **Life skills :** Creativity - Observation.



My Family

Activity Color the members of the family.

Mother

Father

Sister

Brother

- Discuss with your child the members of his/her immediate family (father - mother - sister - brother).
- **Integration of subjects :**
  Social studies (respect and importance of family members) - Art (color the picture).
- **Life skills :** Identify relationships - Self expression.

Extended Family

Activity Count and write the number.

Grandmother Grandfather Mother Father Grandmother Grandfather

Sister Brother Me Uncle



Uncle

1



Parents

______





Children

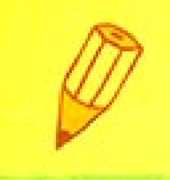
______



Grandparents

______

- Help your child to count and write the numbers of extended family members in the picture.
- Discuss with your child other members of his/her extended family.
- **Integration of subjects :**
  Social studies (extended family) - Math (writing numbers).
- **Life skills :** Identify relationships - Self expression.





LEARN Time

My **immediate family** consists of :







Father Mother Sister Brother Me

My **extended family** consists of :


Cousin


Uncle


Aunt


Cousin


Father


Grandfather - Grandmother


Mother


Brother


Me


Sister

- Repeat with your child the members of the extended family.

DISCOVER Time

Sight

Activity Circle the items you can **see**.



- Your child should discover that his/her eye is the organ of sight.
- Discuss with your child how can he/she use his eyes to distinguish different colors.
- **Integration of subjects :** - Science (the eye is the organ of sight).
  - English (vocabulary : sight - eye - see).
- **Life skills :** Observation - Exchange information.

Hearing

Activity Circle the items you can **hear**.

- Your child should discover that the ear is the organ of hearing.
- Discuss with your child how can he/she use his ears to distinguish different sounds.
- **Integration of subjects :** - Science (the ear is the sense of hearing).
  - English (vocabulary : hearing - ear - hear).
- **Life skills :** Observation - Exchange information.

Touch

Activity Circle the items you can **touch**.

- Your child should discover that the skin all over his/her body is responsible for touch and he/she often use his/her hand for the sense of touch (hot - cold - soft - rough).
- **Integration of subjects :** - Science (sense of touch) .
  - English (vocabulary : touch - skin - hand).
- **Life skills :** Observation - Exchange information.



Smell

Activity Circle the items you can **smell**.

- Your child should discover that the nose is the organ of smell.
- Discuss with your child how can he/she use his/her nose to distinguish different smells.
- **Integration of subjects :** - Science (the nose is the organ of smell) .
  - English (vocabulary : smell - nose).
- **Life skills :** Observation - Exchange information.




Taste

Activity Circle the items you can **taste**.

- Your child should discover that his/her tongue is the organ of taste and how can he/she use his/her tongue to distinguish different tastes (sweet - salty ... etc.).
- **Integration of subjects :** - Science (tongue is the organ of taste).
  - English (vocabulary : taste - tongue).
- **Life skills :** Observation - Exchange information.



My Five Senses



Put ✓ at the sense you can use to recognize the following objects.

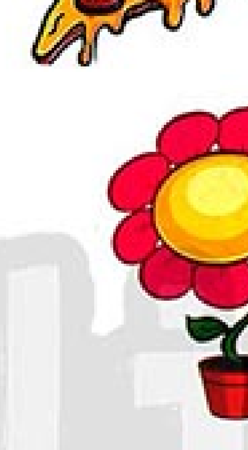
	Sight	Hearing	smell	taste	touch
	✓		✓		✓

- Discuss with your child how can he/she use many senses to recognize other objects.
- **Life skills :** Observation - Critical thinking.

Activity 2 Trace the words, then match each sense with the suitable picture.



Sight





Hearing



Touch





Smell



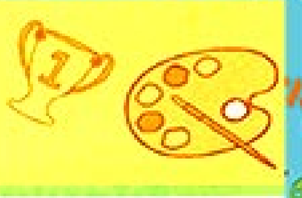


Taste

- Review with your child the five senses.
- **Integration of subjects :**
  Science (the five senses) - English (trace the words of the five senses).
- **Life skills :** Observation - Critical thinking.



LEARN
Time



I have five senses .

SMELL

TOUCH

HEARING

SIGHT

TASTE



DISCOVER Time



My Friends

Activity Stick your portrait and complete the sentences.



My name is **Maha**.
I am **6** years old.
I have **long** hair.

My name is **Ramy**.
I am **7** years old.
I have **short** hair.
I wear glasses





My name is ....
I am .... years old.
I have .... hair.

- Help your child to introduce him/herself by asking him/her some questions.
- **Integration of subjects :**
  - Social studies (respect differences among his/her friends)
  - English (write words - form short sentences to discuss a situation).
- **Life skills :** Sharing - Communication.



Similarities and Differences

Activity Complete the table as shown.

Ramy Maha

	Hair (short)	Eyes	Glasses	Lips	Hair (pigtails)
Ramy	✓				
Maha	✗				



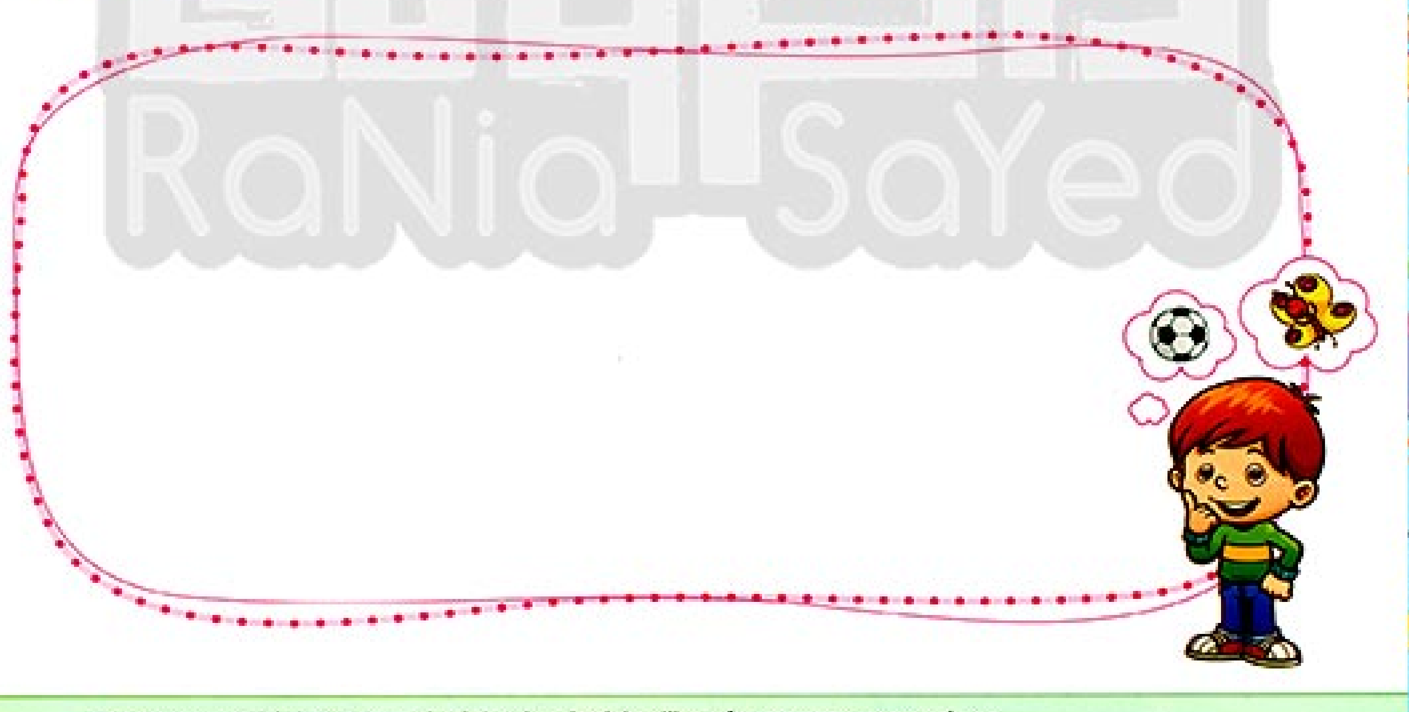
- Your child should discover similarities and differences among his/her friends and respect the differences of others.
- Discuss with your child similarities and differences among his/her family members.
- **Integration of subjects :** - Social studies (accept and respect differences of others).
  - Science (similarities and differences between humans).
- **Life skills :** Observation - Respect differences.

What I like

What Seif Like



Activity Stick here what you like from some magazines.



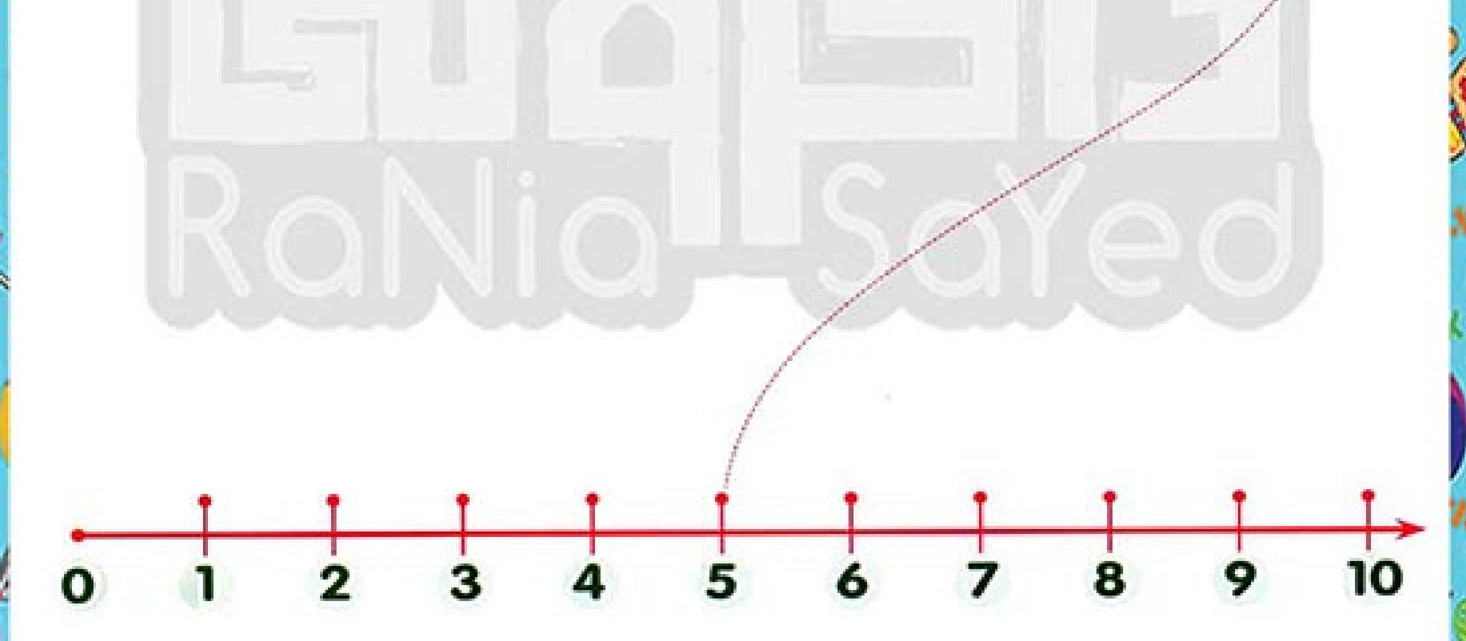
- Help your child to cut and stick what he/she likes from some magazines.
- **Integration of subjects :**
  Social studies (express him/herself) - English (read some words).
- **Life skills :** Creativity - Sharing.

Watching Me Grow

Activity Match each picture to the correct number on the number line .



3 years. 1 years. 2 years. 6 years. 4 years. 5 years.



- Help your child to match each picture to the correct number on the number line according to the age of the girl.
- Discuss with your child how he/she changes as he/she gets older.
- **Integration of subjects :** Social studies (different stages of human life) - Math (number line).
- **Life skills :** Observation - Critical thinking.



LEARN

Time

We change as we get older.

People have similarities and have differences:





stick your photo

- My name is ....
- I am .... years old.

My Family

Stick photos of your family members

Favorite Hobby

Stick a photo of your favorite hobby.

I like ....



I live in Egypt

- Help your child to introduce him/ herself through "All About Me" book by drawing, coloring, sticking photos and complete sentences.
- Let your child share his/her book with friends and family.

WRITING CORNER

Father	Mother	Sister
Father	Mother	Sister

Brother	Sight	Hearing
Brother	Sight	Hearing

Touch	Smell	Taste
Touch	Smell	Taste

• Help your child to trace each word, then write it twice by him/herself.



CHAPTER 2

Family Tree



DISCOVER Time



Families Celebrations

Activity Color the following pictures of different celebrations.





- Discuss with your child some of his/her family traditions and customs.
- Encourage your child to respect traditions and customs of other families.
- **Integration of subjects :**
  Social studies (traditions and customs) - Art (coloring different celebrations).
- **Life skills :** Observation - Respect differences.



My Daily Routine

Activity Order the following pictures to show your daily routine.

SCHOOL

1

- Discuss with your child his/her daily routine and what are the similar activities between his daily routine and that of other people.
- **Integration of subjects :**
  Social studies (explain his/her daily routine) - Math (writing numbers).
- **Life skills :** Self expression - Critical thinking.







LEARN

Time

- My family has traditions and customs.
- I respect traditions and customs of other families.

Ramadan

Christmass

Birthday

Sham El-Nessim



My **daily routine activities** are repetitive.



DISCOVER Time



Adults and Babies

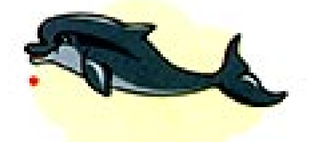
Activity Match each adult to its baby.



Adults (Parents)	Babies (offsprings)

















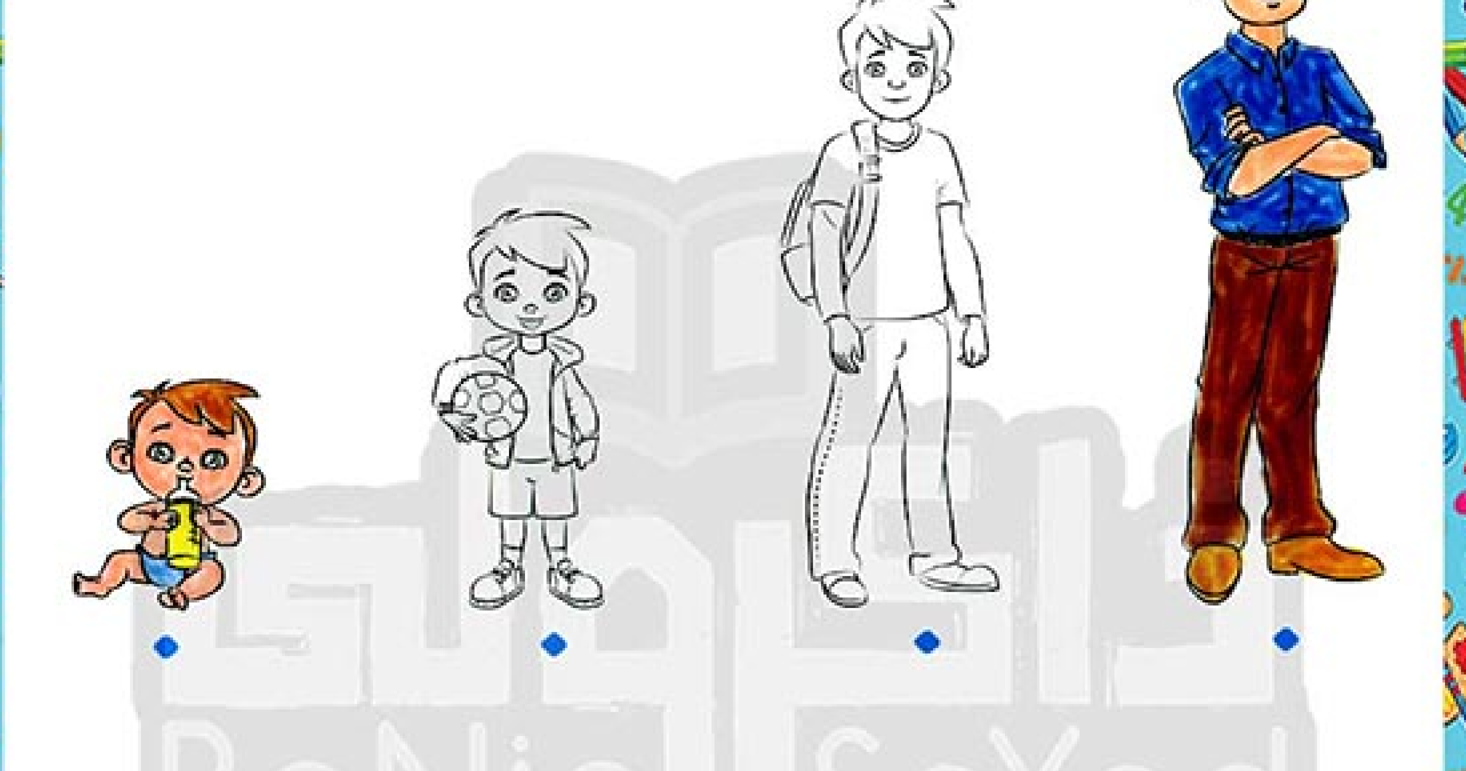


- Help your child to know that every baby (offspring) has a parent (adult).
- **Integration of subjects :**
  Science (all living organisms have babies and adults) - English (reading : baby - offspring - parent - adult).
- **Life skills :** Observation - Critical thinking.

Human Life Cycle

Activity

- Color the pictures.
- Match each picture to the correct word, then trace the word.



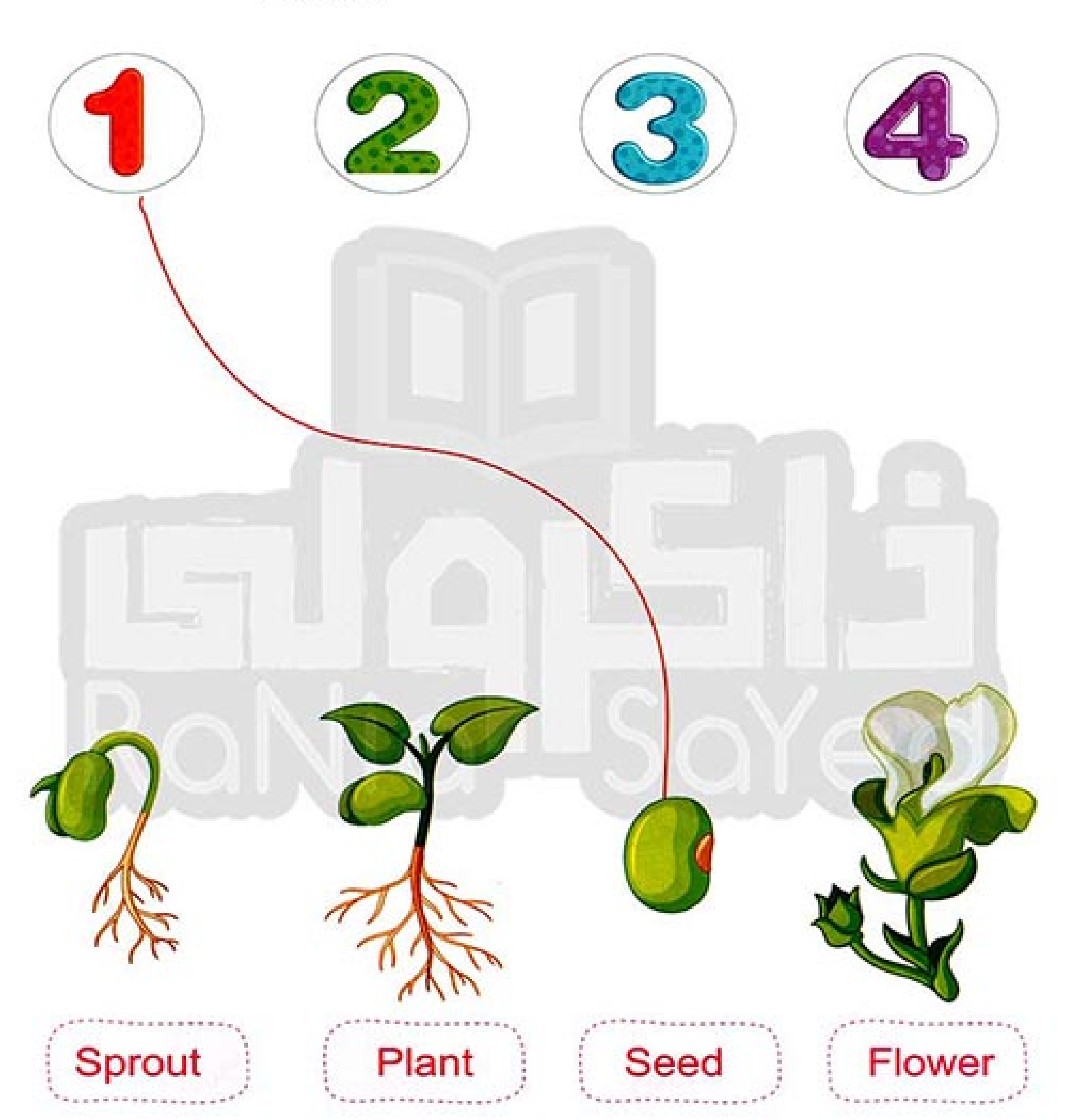
Teenager | Baby | Adult | Child

- Discuss with your child the stages of human life cycle that is arranged as follows : baby → child → teenager → adult.
- **Integration of subjects :** Science (stages of human life cycle) - Art (coloring pictures).
- **Life skills :** Good listening - Observation.

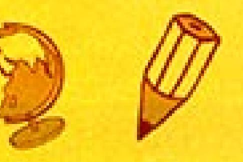


Plant Life Cycle

Activity Match each stage of the plant life cycle to the correct number.



- Help your child to know the stages of the plant life cycle that is arranged as follows : seed ⟶ sprout ⟶ plant ⟶ flower.
- Discuss with your child that the seed that represents the offspring, comes from the flower that represents the parent.
- **Integration of subjects :** Science (stages of plant life cycle) - Math (counting numbers).
- **Life skills :** Good listening - Observation.





LEARN
Time

 The stages of the human life cycle are :

Baby → Child → Teenager → Adult.

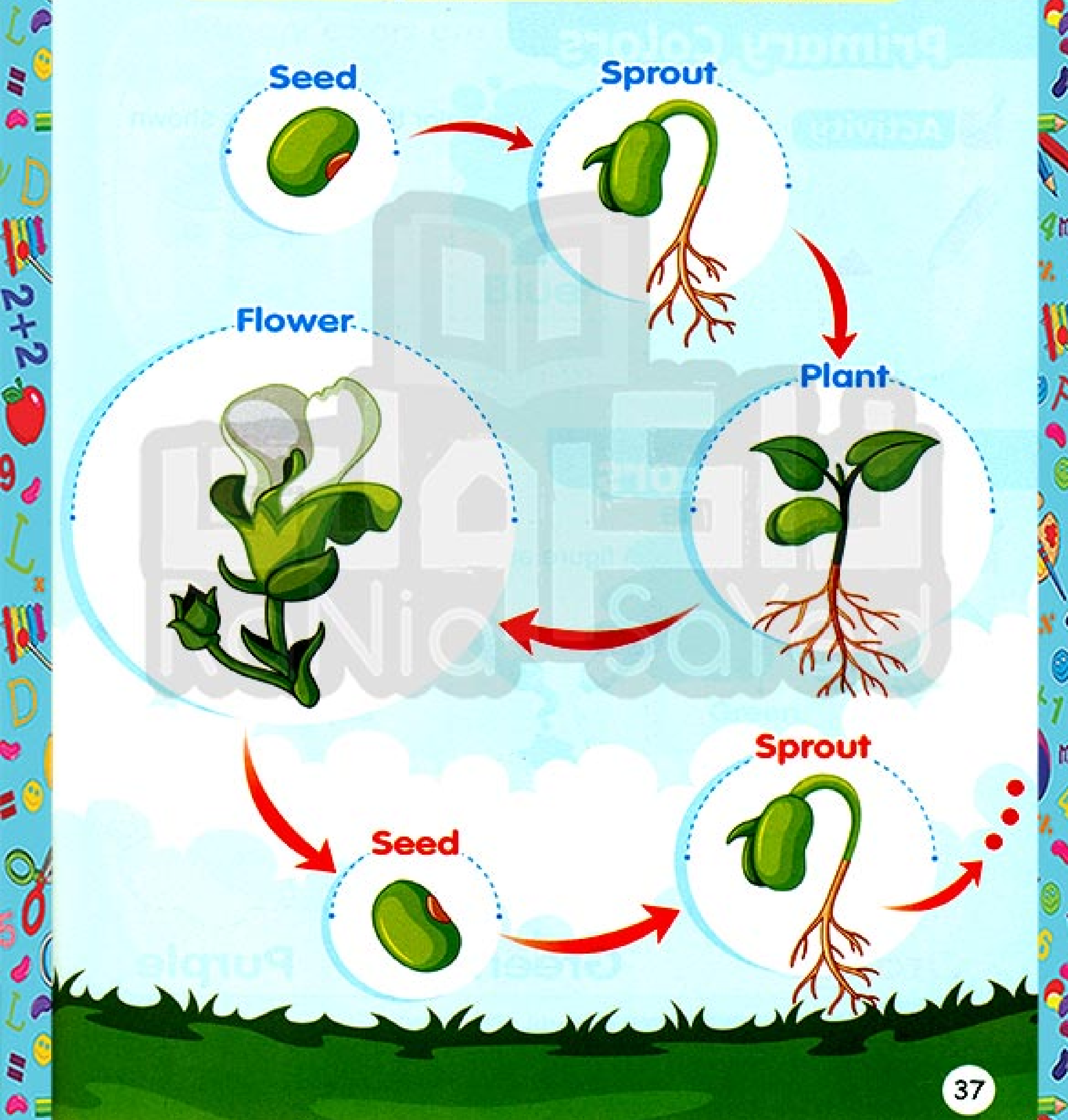
Baby
Child
Adult
Teenager
Baby
Child





The stages of the plant life cycle are :

Seed → Sprout → Plant → Flower.

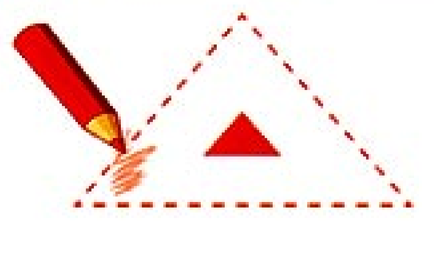
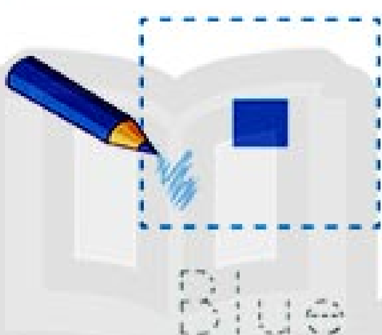




DISCOVER Time

Primary Colors

Activity Trace the words, then color the shapes as shown inside each of them.


Red Blue Yellow



Mixing Colors





Activity Color each figure as shown inside it.









Orange Green Purple

- Help your child to know the primary colors (red - blue - yellow).
- Discuss with your child how to mix primary colors to form other new colors.
- **Integration of subjects :**
  Art (primary colors - mixing colors) - English (write and read new words).
- **Life skills :** Collecting data - Creativity.





LEARN
Time



Primary colors are :





Red



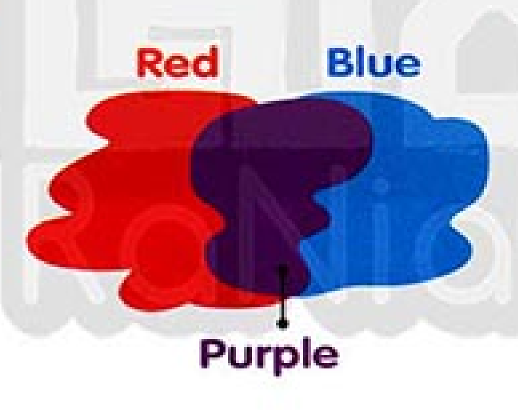
Blue

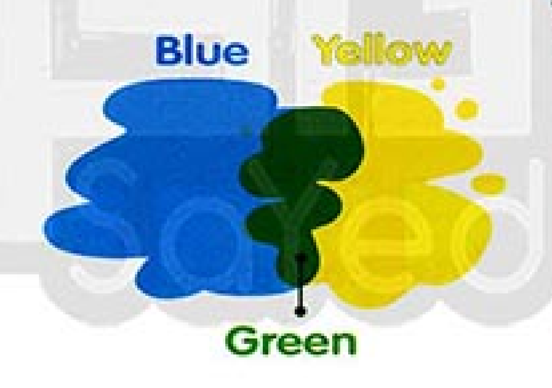


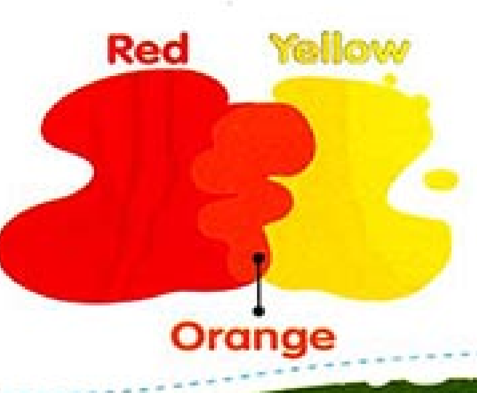
Yellow



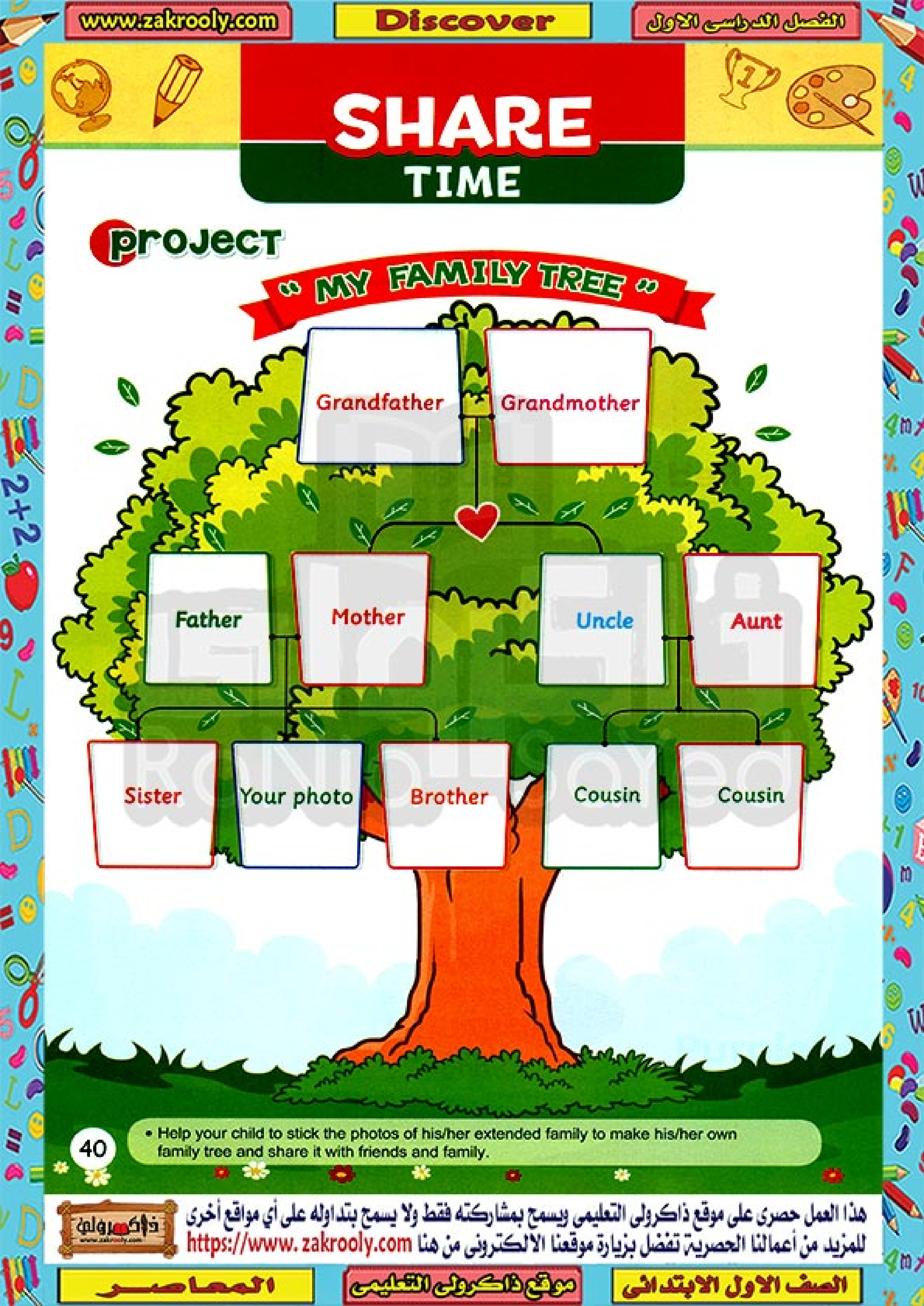
Mixing primary colors gives new colors:



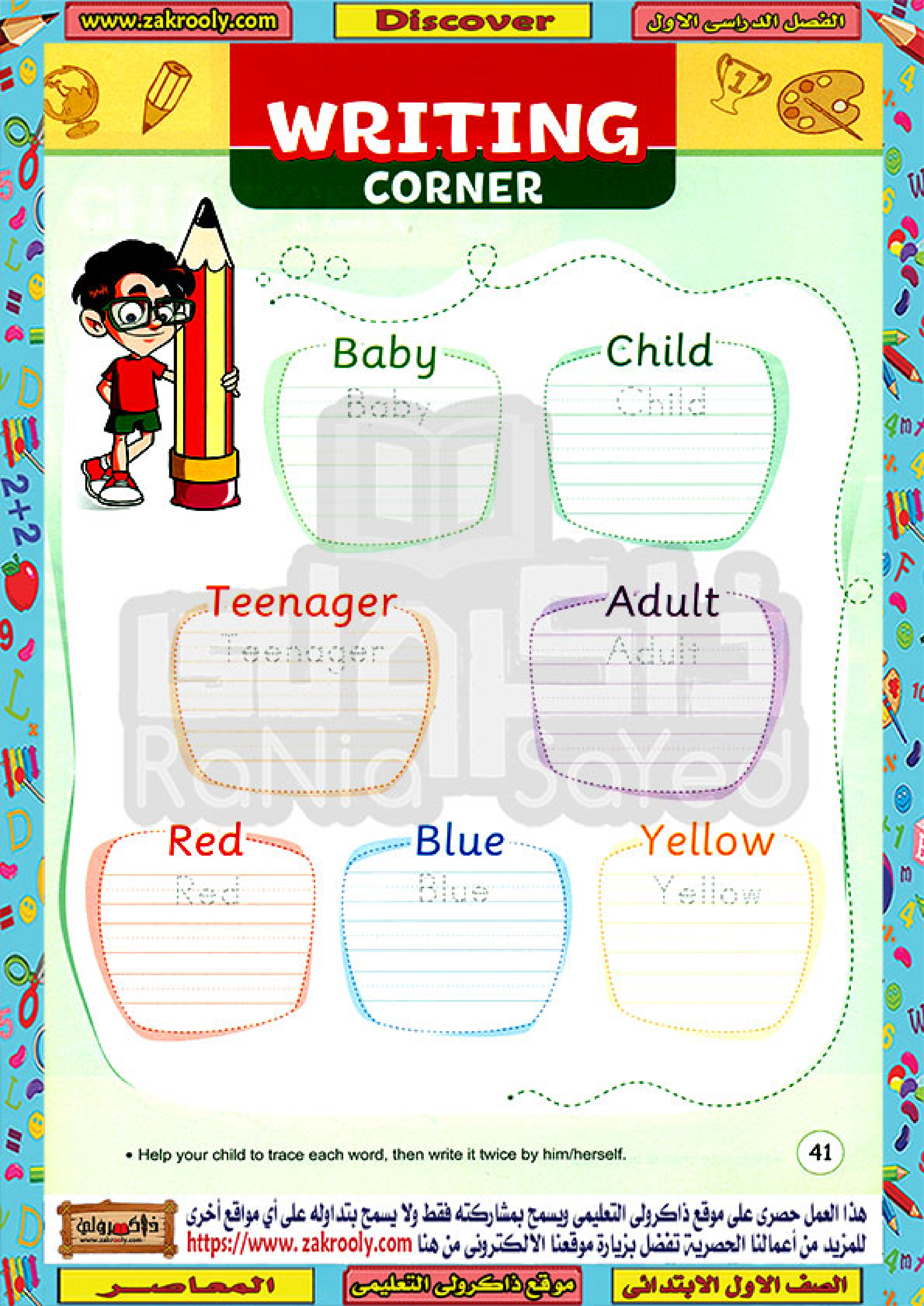








- Help your child to stick the photos of his/her extended family to make his/her own family tree and share it with friends and family.



WRITING CORNER

Baby

Baby

Child

Child

Teenager

Teenager

Adult

Adult

Red

Red

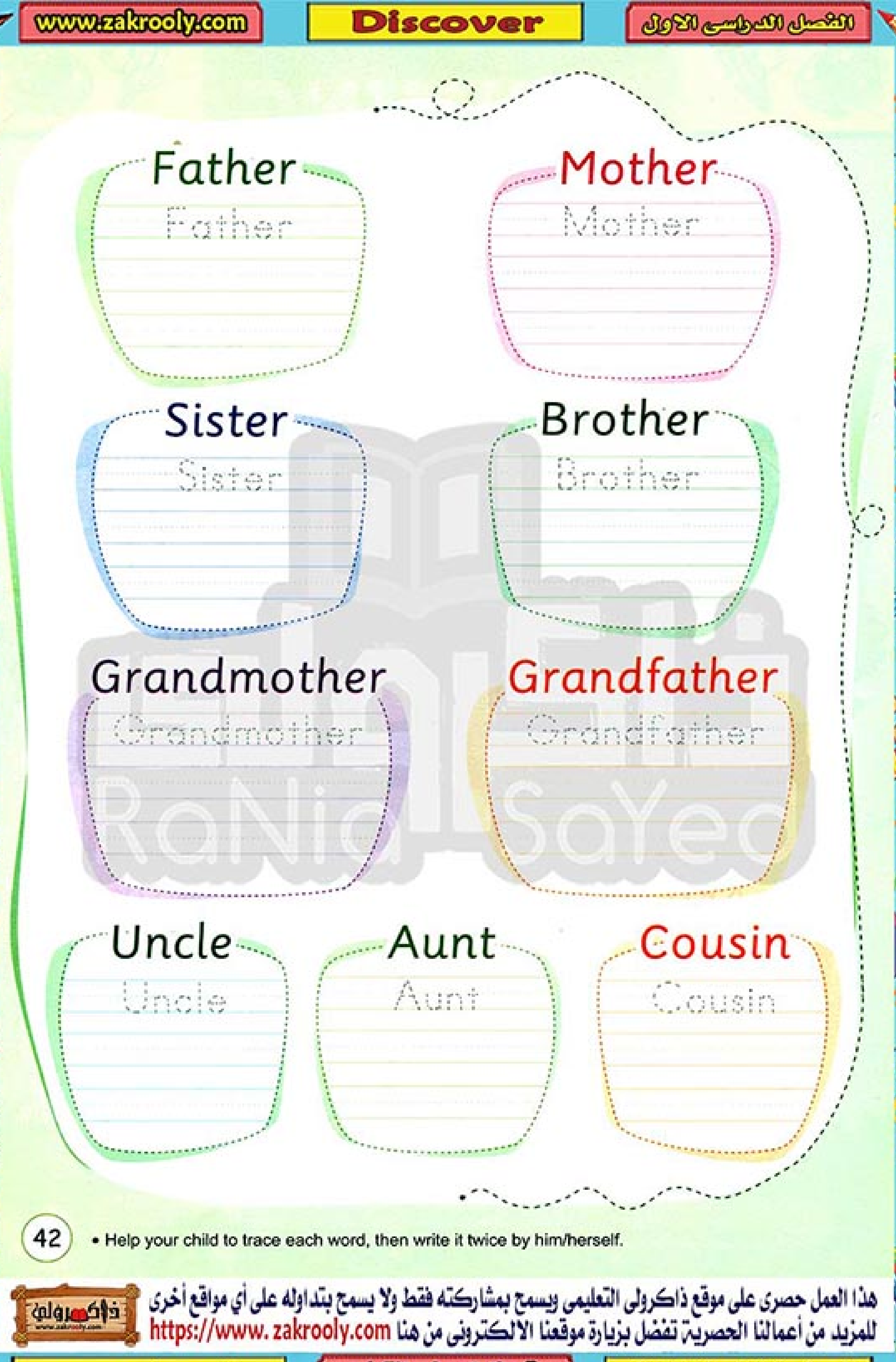
Blue

Blue

Yellow

Yellow

• Help your child to trace each word, then write it twice by him/herself.



• Help your child to trace each word, then write it twice by him/herself.

CHAPTER 3

Who Are We ?



DISCOVER Time

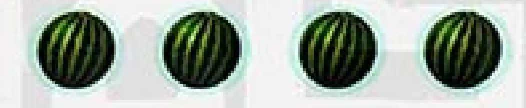
Picture Graph

Activity Use the following picture graph to answer the questions.

Fruits

Apple :


Banana :


Orange :


Watermelon :


Key : each picture = 1 fruit

- **How many..... ?**

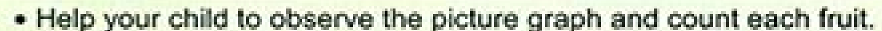


- **Put the symbol (> , < or =)**

The number of .... the number of 

The number of  .... the number of

The number of  .... the number of



- Help your child to observe the picture graph and count each fruit.
- Discuss with your child how to use the picture graph to get data and compare between them.
- **Integration of subjects :** Math (use the picture graph) - English (read the names of the fruits).
- **Life skills :** Critical thinking - Problem solving.

Make a Picture Graph

Activity Make a picture graph for the following picture.

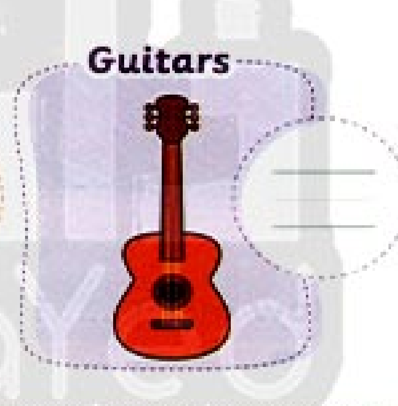


- **How many..... ?**

Boys ______

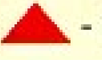
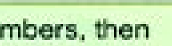


Girls ______



Guitars ______

Boys					
Girls					
Guitars					

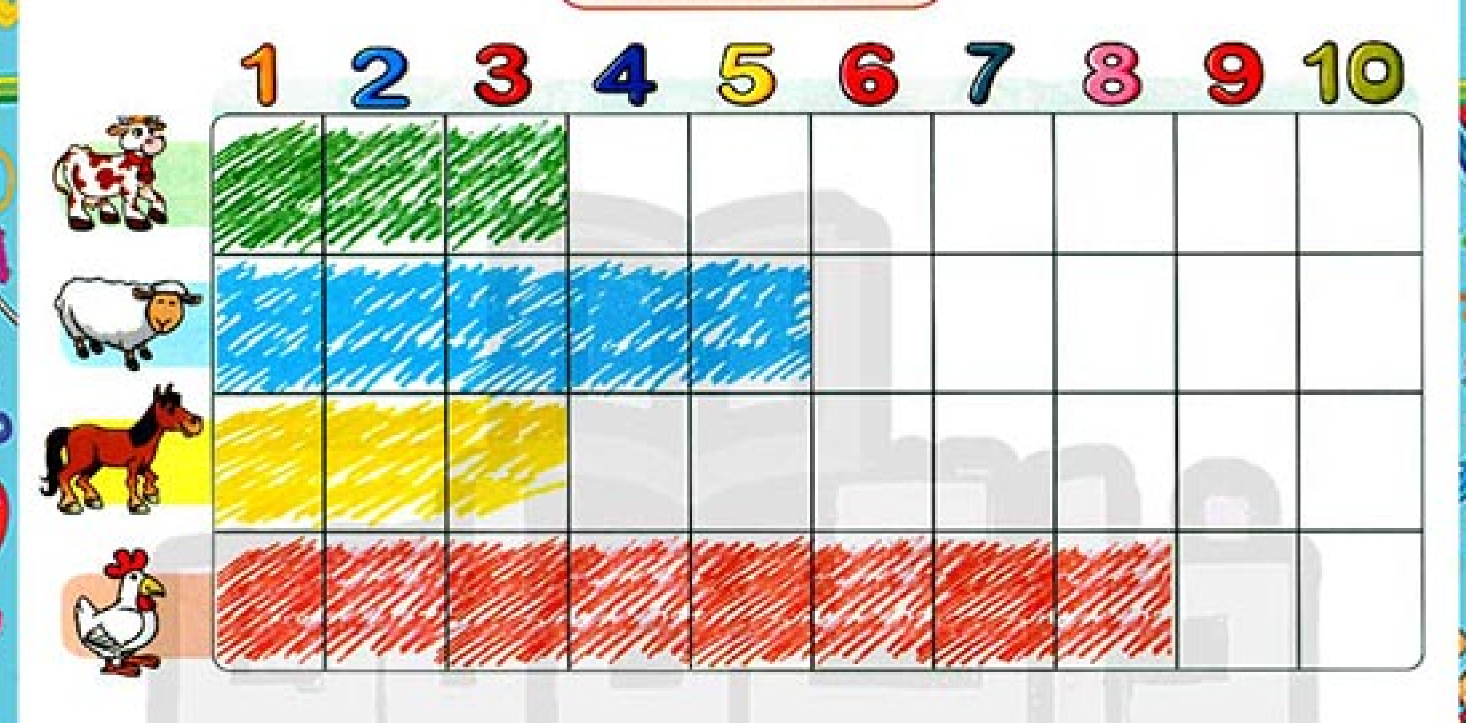
Key : Boys  - Girls - Guitars 

- Help your child to count boys, girls and guitars in the picture and write their numbers, then make a picture graph for them.
- **Integration of subjects :** Math (make a picture graph) - Art (draw colored geometric figures).
- **Life skills :** Observation - Collecting data.



Bar Graph

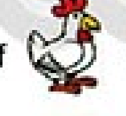
Activity Use the following bar graph to answer the questions.



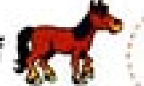
How many..... ?

Cow: 3
Sheep: ....
Horse: ....
Chicken: ....

Put the symbol (>, < or =)

The number of  ◯ the number of 

The number of  ◯ the number of 

The number of  ◯ the number of 

- Help your child to observe the bar graph and count each animal.
- Discuss with your child how to use the bar graph to get data and compare between them.
- **Integration of subjects :** Math (bar graph) - English (names of some farm animals).
- **Life skills :** Collecting data - Problem solving.

Make a Bar Graph

Activity Write the number of boys and girls in the picture and use this data to make a bar graph.



	1	2	3	4	5	6	7	8	9
Boys									
Girls									



- Help your child to make a bar graph by counting boys and girls, then write their numbers and make a bar graph using his/her data.
- **Integration of subjects :** Math (make a bar graph) - Art (color the bar graph).
- **Life skills :** Observation - Collecting data.

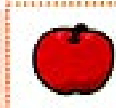
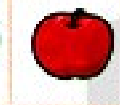
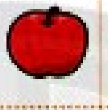




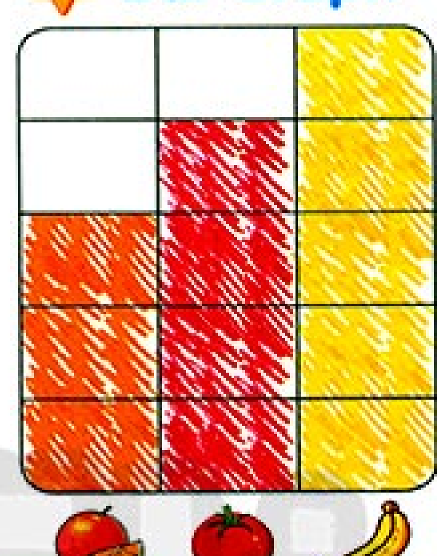

LEARN
Time



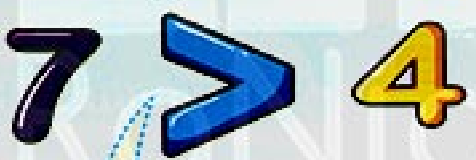
Picture Graph

Orange					
Apple					
Banana					

Bar Graph


7 is greater than 4


7 > 4

The bigger part of the symbol is pointing towards the greater number

4 is smaller than 7


4 < 7

The smaller part of the symbol is pointing toawards the smaller number

3 = 3

3 is equal to 3



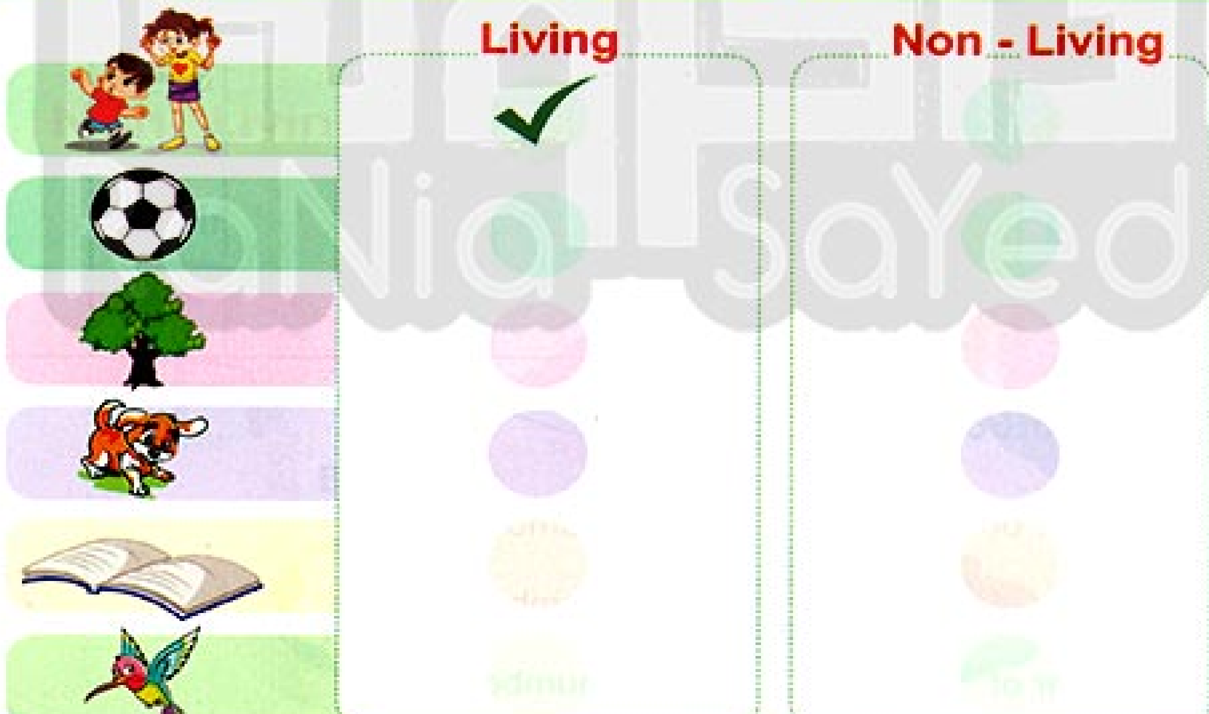
DISCOVER Time

Living and Non-living things

Activity Sort the objects into "**living**" or " **non-living**". as shown in the table below.







- Discuss with your child the common properties among living things.
- Help your child to observe other examples of living and non-living things.
- **Integration of subjects :** Science (categorize living and non-living things) - English (read the words living and non-living things).
- **Life skills :** Observation - Critical thinking.

Living and Non-living graph

Activity Look at the picture then complete the bar graph using the same colors.

	1	2	3	4	5	6	7	8
Living								
Non-Living								

- **Put the symbol > , < or =**

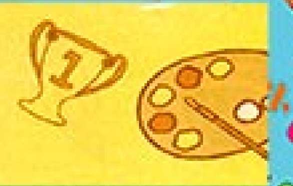
The number of .... the number of

The number of .... the number of

The number of .... the number of

- Help your child to count boys, girls and balloons, then complete the bar graph with the same colors and answer the questions.
- **Integration of subjects :** Math (bar graph - > , < and =) - Art (color the bar graph).
- **Life skills :** Observation - Problem solving.



LEARN
Time



Living things:

Humans



Dog



Tree



Butterfly



Bird





Non- Living things:

Chair



Book



Bag



Ball



Car





- Help your child to mention other examples of living and non-living things.



SHARE TIME

Project "Living and Non-living things".

Living Things

Stick photos of living things

Non-Living Things

Stick photos of non-living things

Living									
Non-Living									

Key : Living ● - Non-living ■

- Help your child to stick some photos of living and non-living things and make a picture graph for them, then share his/her project with friends and family.



WRITING CORNER

Living things

Living things

Non-living things

Non-living things

• Help your child to trace each word, then write it twice by him/herself.

CHAPTER 4

Our Community



DISCOVER Time

My Community

Activity Circle what you see in your community.













- Help your child to observe other things or buildings in his/her community like supermarket, shops, police station ... etc.
- **Integration of subjects :** Social studies (observe his community) - English (form sentences to describe situations).
- **Life skills :** Observation - Critical thinking.

Our Rights

Activity Trace the words, then match each picture with the suitable sentence.



We have the right to
learn



We have the right to
be safe



We have the right to
share ideas

- Discuss with your child that every member in the community has the right to learn, be safe and share ideas.
- Help your child to know other examples of his rights such as food, shelter ... etc.
- **Integration of subjects :** Social studies (our rights in the community - English (writing some words).
- **Life skills :** Communication - Observation.



Our Responsibilities



Activity Color the pictures.

I can help.





I can follow rules.





- Discuss with your child some other responsibilities towards his/her family, friends and environment.
- **Integration of subjects :** Social studies (responsibilities towards the community) - Art (coloring pictures).
- **Life skills :** Communication - Respect rules.

Right Behavior -Wrong Behavior

Activity Circle the right behavior in **green** and the wrong behavior in **red**.













- Discuss with your child other examples of good behaviors that he should do, and other bad behaviors that he must not do.
- **Integration of subjects :** Social studies (good and bad behaviors) - English (form sentences to discuss situations).
- **Life skills :** Respect others - Communication.





LEARN
Time

A right is something I deserve.

I have the right to

learn
be safe
share ideas



I have the responsibility to

help other people
help my family
follow rules







DISCOVER Time



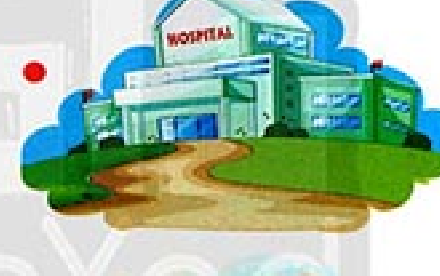
Community Helpers

Activity Match each community helper with the place where he/she works.

Community helper	Place













- Discuss with your child other community helpers and the places where they work.
- **Integration of subjects :** Social studies (names of some community helpers and their places of work).
- **Life skills :** Critical thinking - Identify relationships.





Worker Tools

Activity Circle the tool that each worker need.

- Help your child to observe other workers and let him / her mention the tools they need.
- **Integration of subjects :** Social studies (identify tools of different workers) - English (to know names of some tools).
- **Life skills :** Observation - Critical thinking.

Industrial jobs and Not industrial jobs

Activity Circle the industrial job with a **red** color and not industrial job with a **green** color.

- Help your child to classify different jobs into industrial and not industrial jobs.
- Discuss with him/her other industrial and not industrial jobs.
- **Integration of subjects :** Social studies (differences between industrial and not industrial jobs) - English (read some new words).
- **Life skills :** Critical thinking - Respect others.

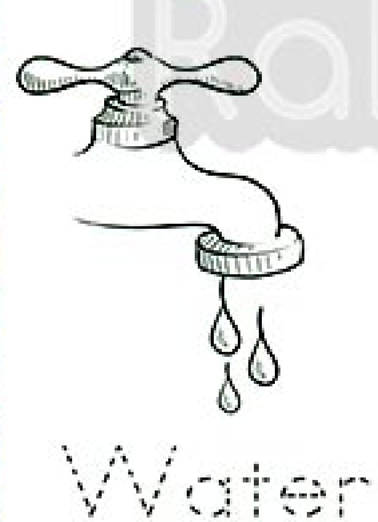


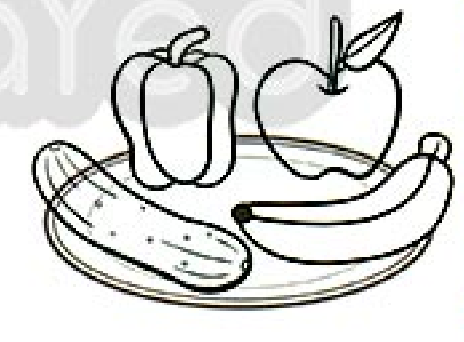
Food , Water and Shelter

Activity Trace the words and color the pictures.











Water Shelter Food

- Discuss with your child that all community members need food, water and shelter.
- Discuss with him/her how to use water in right ways.
- **Integration of subjects :** Science (needs of human beings - how to save water) - Art (coloring picture).
- **Life skills :** Observation - Creativity.





LEARN
Time

Industrial jobs make new things or fix broken things.



Not Industrial jobs help people learn, stay safe or stay healthy.



We need

Food Water Shelter







SHARE TIME

PROJECT My Favorite job.

- Draw yourself wearing the uniform of your favorite job.
- Stick in the circles three tools you will use in this job.

draw

Stick a tool

Stick a tool

Stick a tool

- Discuss with your child why he/she chooses this job and let him/her shares his project with friends and family.



WRITING CORNER

Learn

Learn

Be safe

Be safe

Share ideas

Share ideas

Food

Food

Water

Water

Shelter

Shelter

• Help your child to trace each word, then write it twice by him/herself.

THEME 2

The World Around Me

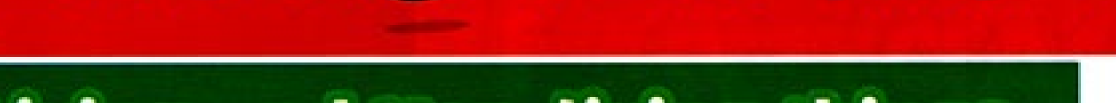
67



CHAPTER 1

Our Environment





DISCOVER Time



Living and Non-living things

Activity 1 Look at the picture, and circle the living things :

- Discuss with your child the differences between living and non-living things.
- **Integration of subjects :** Science (identifying living things)- Social studies (observing the surrounding environment).
- **Life skills :** Observing - Classifying - Exchange information.

 Color books of living things in , and that of non-living things in ●:

- Your child will look at the picture and classify the books according to their topics.
- **Integration of subjects :** Science (classifying living and non-living things) - Art (using colors).
- **Life skills :** Differentiating - Flexible thinking.

Living things' characteristics



Put ✓ on the correct picture that describes a living thing :

It needs



○ food and water







○ grow and change

○ air to breathe



○ move by itself



○ a ball



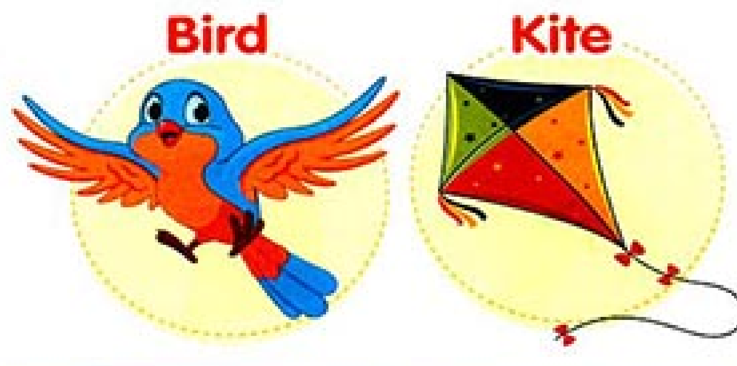


○ have babies

- Your child will think about what living things need and what they can do.
- **Integration of subjects :** Science (identifying the characteristics of living things) - English (forming sentences).
- **Life skills :** Observing - Thinking.



Look at the pictures then write ✓ for yes and ✗ for no :



	Bird	Kite
Does it need food and water ?	◯	◯
Does it need air to breathe ?	◯	◯
Does it grow and change ?	◯	◯
Does it move by itself ?	◯	◯
Does it have offspring (babies) ?	◯	◯
Is it a living thing ?	◯	◯

- Help your child read the questions.
- Your child will answer the questions by yes or no.
- **Integration of subjects :** Science (identifying the characteristics of living things) - English (reading and answering questions).
- **Life skills :** Observing - Self discovering.



Making Groups

Activity Sort the objects into four groups by writing each word in the correct box :



Things that fly	Things that swim	Living things	Non-living things
....	....	....	....
....	....	....	....
....		....	....
....		....	....
		....	....
			....
			....

- Explain to your child that we can classify things in different ways.
- Discuss with him the other ways that he can use to classify these items into two or more groups.
- **Integration of subjects :** Science (classifying things according to a common characteristic) - English (writing names).
- **Life skills :** Observing - Flexible thinking - Exchange information.

Plants and animals

Activity 1

Look at the picture.
Write ✓ on living things and ✗ on non-living things in each circle, then complete :



- How many **plants** ? ....
- How many **animals** ? ....
- **Plants + animals** = ... + ... = ... living things

- Help your child read the questions, and explain to him that + means counting all the items together.
- **Integration of subjects :** Science (classifying living things into plants and animals) - Math (counting and writing numbers).
- **Life skills :** Observing - Collecting and recording data.



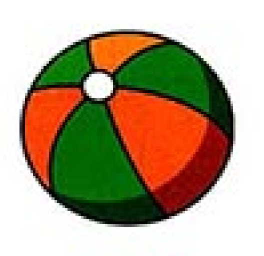
Color the circle of the item that doesn't belong to the group with (coloured circle):



Duck ○



Flower ○



Ball ● (coloured)



Frog ○



Elephant ○



Monkey ○



Palm tree ○



Cow ○



Apple tree ○



Bee ○



Tomato ○



Sunflower ○

- Help your child to observe the different item from each group.
- **Integration of subjects :** Science (observing the different item from the group) - Art (coloring).
- **Life skills :** Observing - Differentiating between things.







LEARN
Time


need food and water


need air to breathe


move by themselves



Living things


grow and change



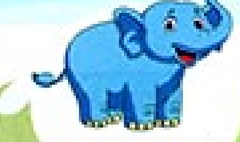

have babies (offspring)

Non-living things

- don't need food and water
- don't move by themselves
- don't have babies (offspring)
- don't need air to breathe
- don't grow

Living things are :


- Humans


- Animals


- Plants

DISCOVER Time

Desert and Delta

Activity Look at the following pictures and match the animals with their local environments :

- Discuss with your child the local environments in Egypt (desert and delta) and the animals that live in each environment.
- **Integration of subjects :** Science (features of animals that help them live in different environments) - Social studies (geographical characteristics of different environments).
- **Life skills :** Observing - Noticing relationships - Differentiating between things.



We need water to survive

Activity 1 Color the white area of the square with to represent the amount of water in our body :

75% water

- Help your child recognize that our body contains 75% of water and explain to him how water is important for us.
- Help him to recognize the ratio of water in our bodies (show him a cup of water 3/4 full).
- **Integration of subjects :** Science (water in our body) - Math (reading numbers and notice ratios).
- **Life skills :** Observing - Noticing relationships.



Activity 2

Put ✓ on the things that need water to survive and ✗ on that don't need water to survive. then, count the things that need water and the things that don't :



Number of things that need water to survive	Number of living things	Number of things that don't need water to survive	Number of non-living things
....	....	....	....

Chose the correct word to complete:

The things that need water to survive = The .... things.

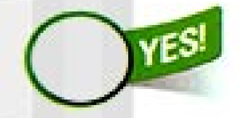
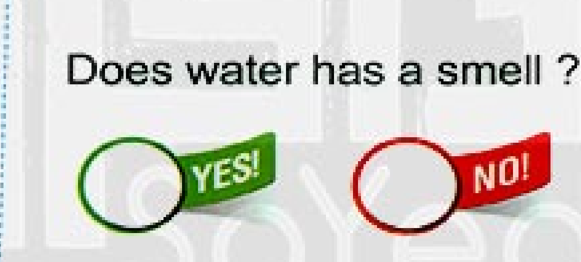
(living - non-living)

- Explain to your child that all living things need water to survive.
- **Integration of subjects :** Science (things that need water to survive) - Math (counting and writing numbers).
- **Life skills :** Observing - Collecting And recording data.



Properties of water (Experiment)

Activity Use your senses to learn more about water then put ✔ on the correct answer :

Steps	Observation
 **1. Look at a water cup.**	Does water has a color ?  
 **2. Smell the water cup.**	 Does water has a smell ? 
 **3. Taste the water cup.**	Does water has a taste ?  

- Help your child to perform an experiment to conclude the properties of water.
- **Integration of subjects :** Science (performing an experiment by using our senses) - English (reading with comprehension).
- **Life skills :** Observing - Testing And collecting Information.

Water sources

Activity Draw a line to guide each animal to the source of water in both desert and delta :

- Discuss with your child the sources of water in Egypt. Help him to understand that in Egypt water comes mainly from two sources the underground water and the river.
- **Integration of subjects :** Science (the animals that need water) - Social studies (the sources of water in Egypt).
- **Life skills :** Observing - Setting goals.



Save the Environment

Activity Look at the pictures. Then, Color the circle of the action that hurts the environment with and that saves the environment with :













- Discuss with your child the actions that hurt the environment and that save it and the solutions of the environmental problems.
- **Integration of subjects :** Science (sources of pollution) - Social studies (solutions of the environmental problems).
- **Life skills :** Observing - Problem solving.

Using the Map

Activity 1 Look at the map then complete :

North
West East
South

1. Giraffes are in the north of monkeys.
2. Lions are in the .... of monkeys.
3. Zebras are in the .... of monkeys.
4. Elephants are in the .... of monkeys.

- Help your child to learn how to read a map and geographic directions.
- **Integration of subjects :** English (reading, writing and pronouncing directions correctly) - Social studies (identifying the directions and using them to locate things).
- **Life skills :** Observing - Spatial thinking.





Look at the map then complete the sentences to help your friend go to the school from his house :

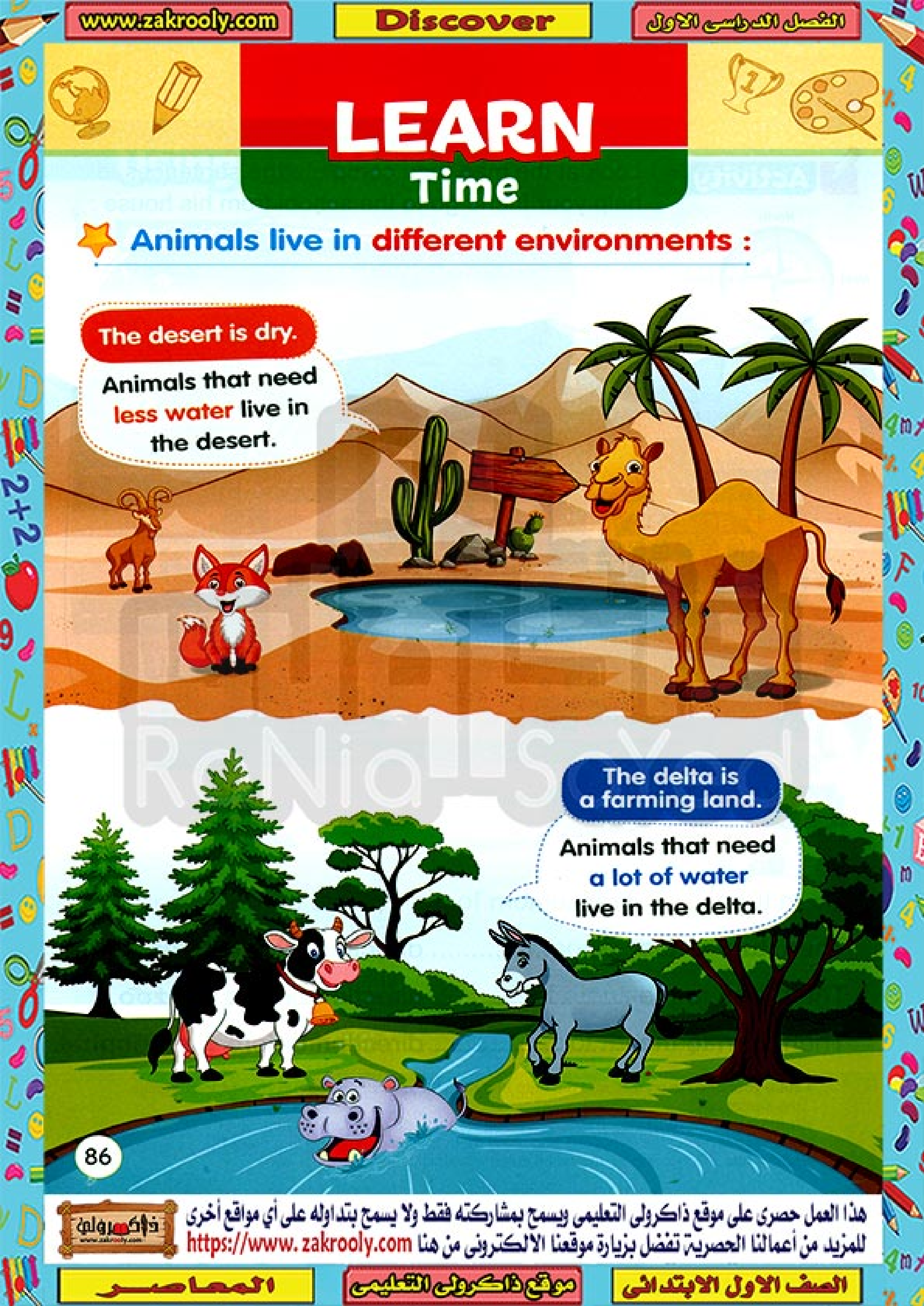
Go in the east direction.

Then, turn to the .... direction after **the market**.

Then, turn to the .... direction before **the zoo**.

Then, turn to the .... direction before **the hospital**.

- Help your child to understand the map and read the directions of the compass to complete the sentences.
- **Integration of subjects :** English (reading, writing and pronouncing directions) - Social studies (identifing the directions and using them to guide someone to a place).
- **Life skills :** Observing - Generating ideas - Critical thinking.


LEARN
Time
Animals live in different environments :
The desert is dry.
Animals that need less water live in the desert.
The delta is a farming land.
Animals that need a lot of water live in the delta.


Our body contains
75% of water.
75%
Water has no color ,
taste or smell.
Water comes from
The river
Under the ground
in the delta
in the desert
We have to save our environment.

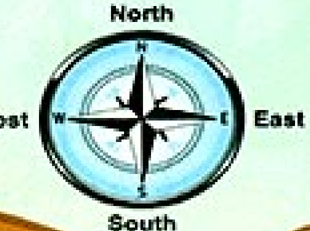



SHARE TIME

Project

Draw a map draft of an area using the following guidelines and the map keys :

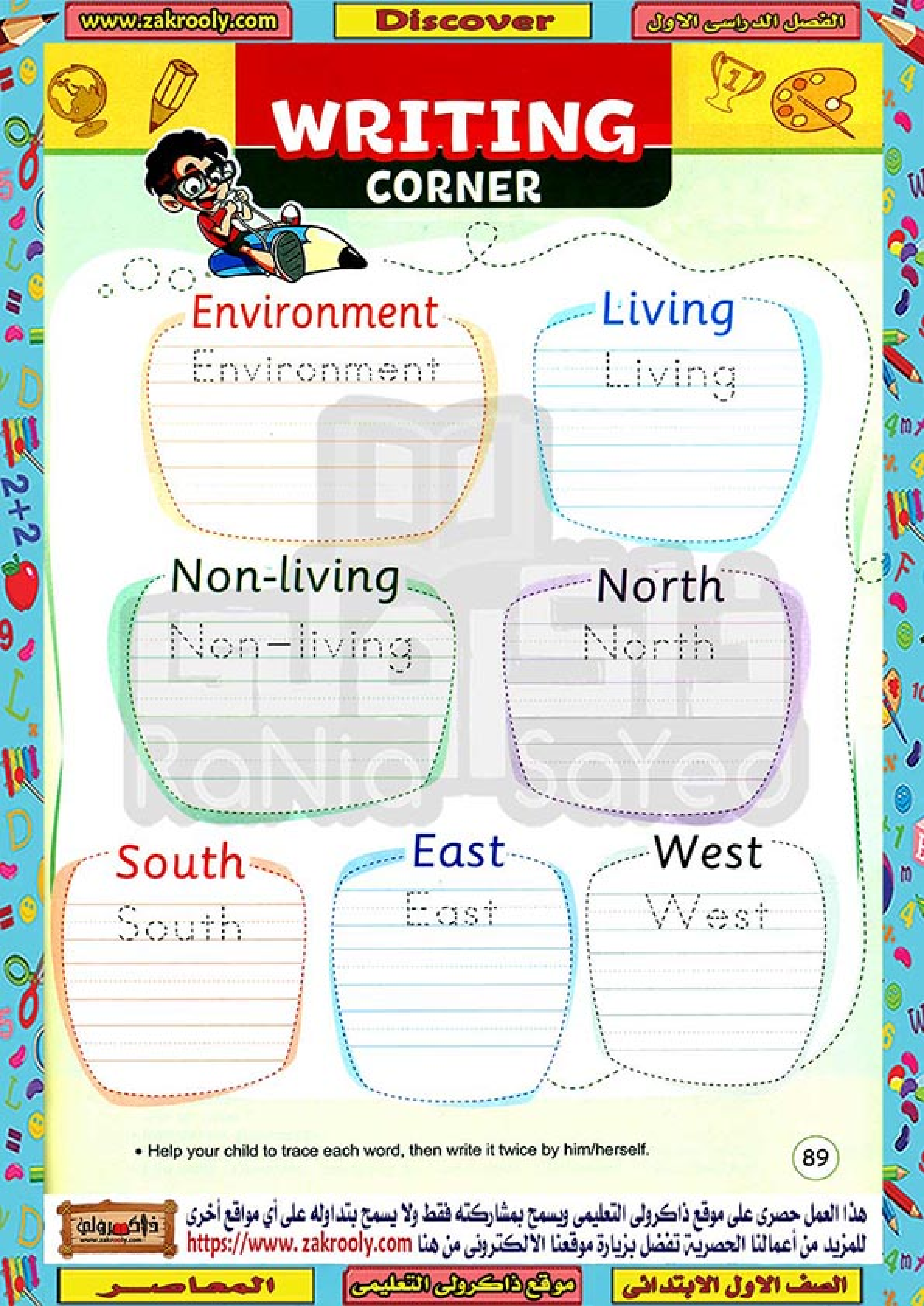
- The club is at the center of the area.
- The school is east of the club.
- The market is south of the school.
- The hospital is west of the market.
- The house is north of the club.



Map Keys

- ▲ = School
- ● = Hospital
- ■ = Market
- ⬟ = House
- ⬢ = Club

- Help your child read the guidelines to draw a map draft by using the map keys.
- **Integration of subjects :** Art (drawing a map draft) - Social studies (locating places on a map).
- **Life skills :** Spatial Thinking - Recognizing relationships.



WRITING CORNER

Environment

Environment

Living

Living

Non-living

Non-living

North

North

South

South

East

East

West

West

• Help your child to trace each word, then write it twice by him/herself.

CHAPTER 2

Moving Around our Environment

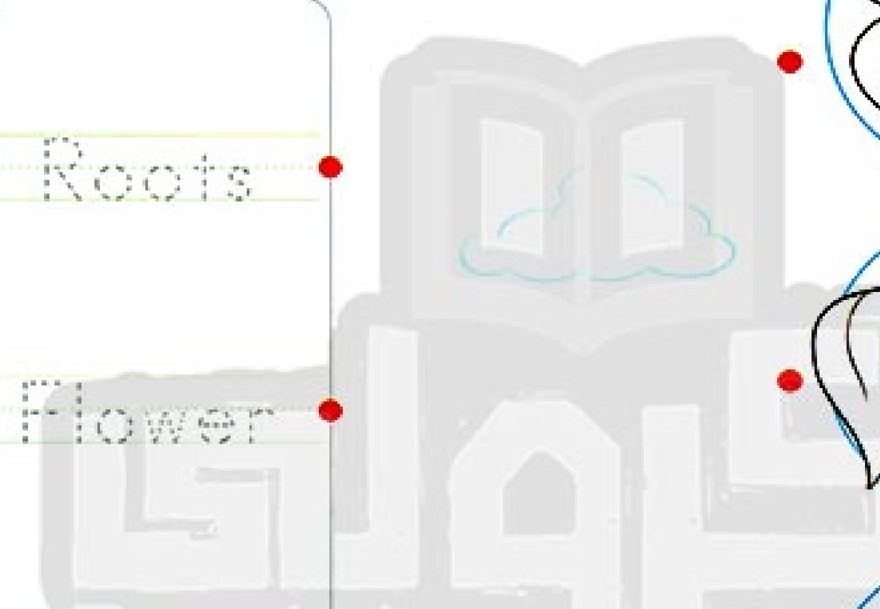


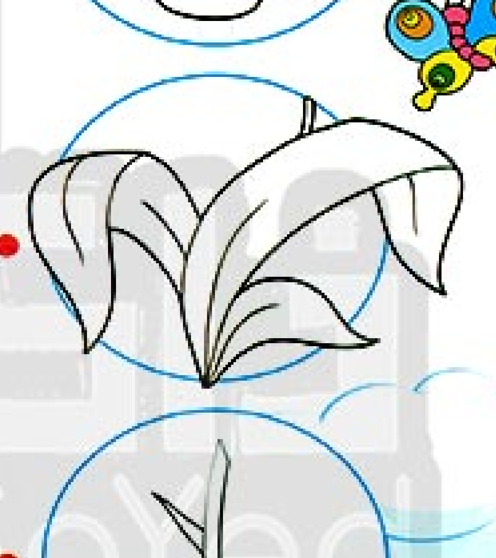
DISCOVER Time

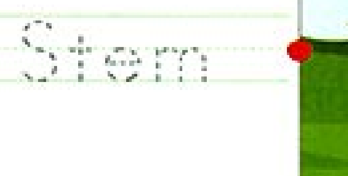


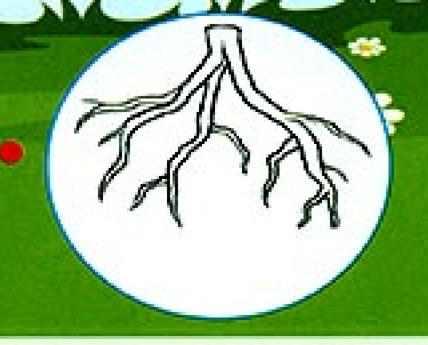
Parts of the plants

Activity 1 Trace, color and join :







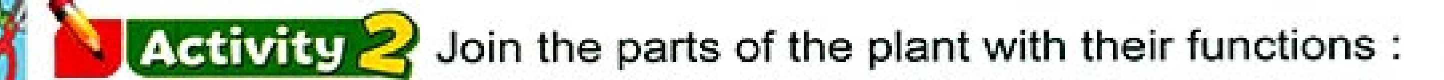




- Help your child to trace the words and color each part of the plant, then join each part with its name.
- **Integration of subjects :**
  Science (identifying the parts of the plant) - Art (coloring) - Writing (tracing the words).
- **Life skills :** Observing - Identifying the relationships - Discovering - Critical thinking.







Activity 2 Join the parts of the plant with their functions :

Part	Function
Flower	Hold the plant in the ground and soak water from the soil.
Stem	Holds the plant up and carries water from the roots to the different parts of the plant.
Leaves	Makes seeds.
Roots	Let in air and use sunlight to make food.

- Help your child to read the functions of the parts of plant and join each part with its function.
- **Integration of subjects :**
  Science (identifying the functions of parts of the plants) - English (reading words).
- **Life skills :** Critical thinking - Recognizing clear goals.



Animals

Activity Write the name of each animal :

Cricket	Fish	Bat	Camel	Frog	Penguin
Owl	Bear	Butterfly	Elephant	Rabbit	Dolphin

goFr
F - - -

pheElnat
E - - - - - - -

npeginu
P - - - - - -

tccrkie
C - - - - - -

Brae
B - - -

aBt
B - -

low
O - -

tbbRai
R - - - - -

sFhi
F - - -

nDlopih
D - - - - - -

laCem
C - - - -

fylttBeru
B - - - - - - - -

- Help your child to read and write the names of animal to identify the animals.
- **Integration of subjects :**
  Science (identifying different types of animals) - Writing (learning how to write the names of animals).
- **Life skills :** Identifying - Listening - Problem solving.

Part of the animals



Activity 1 Use your colors to make a circle around the parts of animals :

○ Shell ○ Wing ○ Fin ○ Claws ○ Hooves

○ Tail ○ Beak ○ Long neck ○ Feathers ○ Scales

○ Teeth ○ Antlers ○ Pouch

- Help your child to identify the parts of the animals and make a circle around each part with the specialized color.
- **Integration of subjects** :Science (identifying the parts of the animals) - English (reading the words using the word bank) - Art (using colors).
- **Life skills** : Critical thinking - Identifying the relationships.









Activity 2 Classify each part of animals according to its function :

Shell
Wing
Fin
Claws
Tail
Long neck
Feathers
Hooves
Beak
Antlers
Scales
Teeth
Pouch

Move	Protect	Eat
....	....	....
....	....	
....	....	....
....	....	
	....	....

- Help your child to classify the parts of animals that help them to survive.
- **Integration of subjects :** Science (identifying the function of each part of animals) - Writing (writing the words using the word bank).
- **Life skills :** Observing - Discovering - Identifying the relationships.



How animals move

Activity Color the circle of animals that can **swim** with red, **fly** with yellow, others (**walk, run, hop**) with green, then complete :

- The animals that can swim 🔴 = ...
- The animals that can fly 🟡 = ...
- The animals that can (walk, run, hop) 🟢 = ...

- Help your child to classify the movement of animals, then count them.
- **Integration of subjects** : Science (discovering how animals move) - Math (counting and writing numbers) - Art (using colors).
- **Life skills** : Observing - Critical thinking - Classifying.



How objects move

Activity Check ✓ on the possible movement for each object :

	Bounce	Roll	Spin	Slide
	✓	✓	✓	✓

- Help your child to think about the possible movements for each object.
- **Integration of subjects :**
  Science (discovering the different movements of objects) - English (reading the words).
- **Life skills :** Observing - Distinguishing - differentiating between the movements of objects.





LEARN Time



Plants have different parts with different functions, which are :

Flower
Makes seeds.

Leaves
Let in air and use sunlight to make food.

Stem
Holds the plant up and carries water from the roots to the different parts of the plant.

Roots
Hold the plant in the ground and soak water from the soil.


Parts of animals differ from each other according to their function :

Some parts are used to :

Protect
Scales
Shell
Antlers
Feathers
Claws
Pouch

Eat
Beak
Teeth
Long neck

Move
Wing
Tail
Fin
Hooves



Objects have different types of movement, they may:

Bounce

Roll

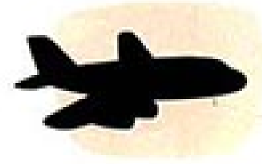
Spin

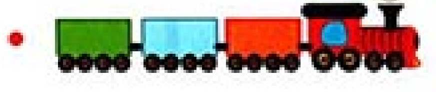
Slide

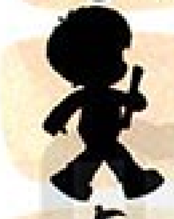
DISCOVER Time

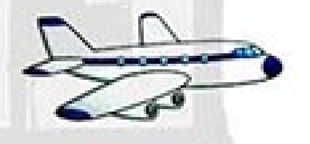
Transportation

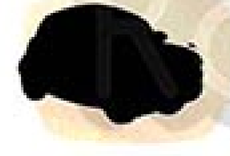
Activity 1 Trace, then draw lines to match the shadows with the correct picture on the right :

 Airplane • • 

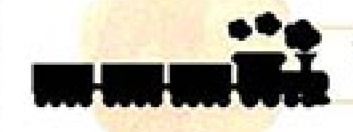
 Bus • • 

 Walking • • 

 Boat • • 

 Car • • 

 Bicycle • • 

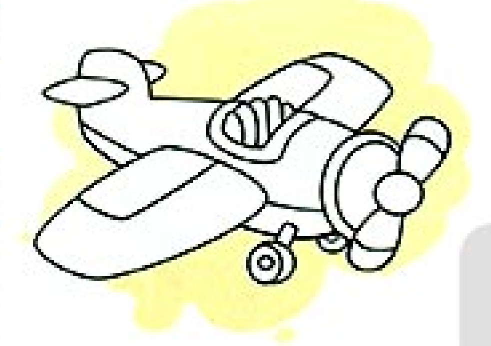
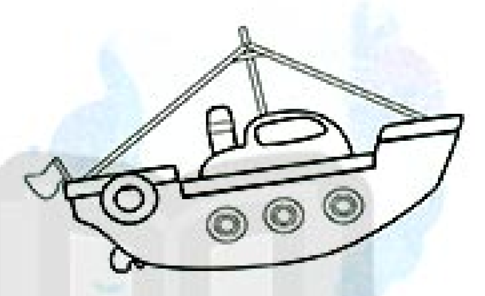
 Train • • 

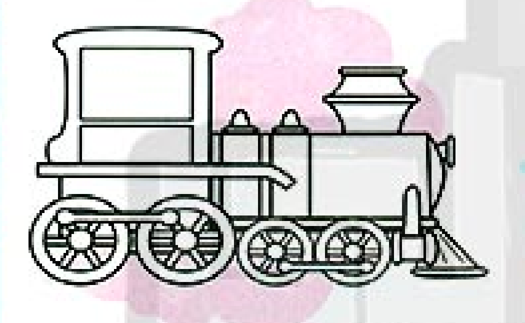
- Discuss with your child the different types of transportation.
- Help your child to trace the names of transportations,then join each shadow with its correct picture.
- **Integration of subjects :** Social studies (identifying transportations) - English (writing and reading names of transportation).
- **Life skills :** Discovering - Critical thinking.

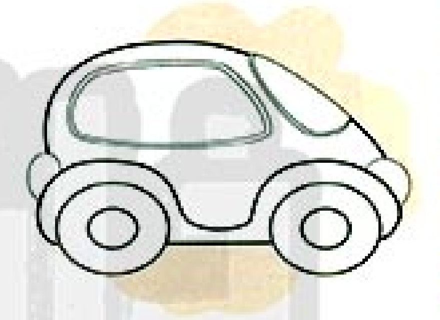
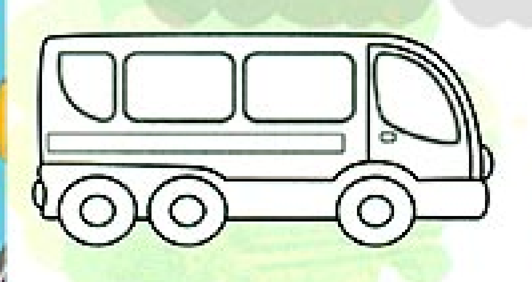


Color the transportations go in air with , on tracks with and in water with :







- Help your child to think about the different forms of transportation, then color them.
- **Integration of subjects :** Social studies (identifying different forms of transportation) - Art (coloring).
- **Life skills :** Critical thinking - Identifying the relationships.



Does it cause pollution ?

Activity Put ✓ on the forms of transportation that don't cause pollution and ✗ on the forms of transportation that cause pollution :



- Help your child to differentiate between the forms of transportation that cause pollution and that don't cause pollution.
- **Integration of subjects :** Social studies (investigating how to keep environment clean) - English (listening and speaking by following agreed upon rules for discussion).
- **Life skills :** Observing - Comparison - Identifying the problem.

Transportations behaviors

Activity Color the circle of good behaviors at transportations with [green pencil] and that of bad behaviors with [red pencil] :













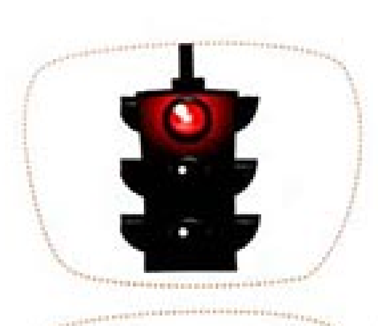




- Help your child to differentiate between the good behaviors and bad behaviors in transportations to be kept safe.
- **Integration of subjects :** Social studies (recognizing good and bad behaviors at transportations) - English (listening and speaking by following agreed upon rules for discussion) - Art (using colors).
- **Life skills :** Critical thinking - Recognizing rules .

Traffic rules and signs

Activity Match each traffic sign with its meaning :











- Slow down
- Wear seatbelt
- Stop
- Do not enter

- Discuss with your child the importance of following the traffic signs and traffic rules.
- **Integration of subjects :** Social studies (identifying the meaning of each traffic sign - English (reading with sufficient accuracy and fluency to support comprehension).
- **Life skills :** Recognizing clear goals - Respecting the rules.



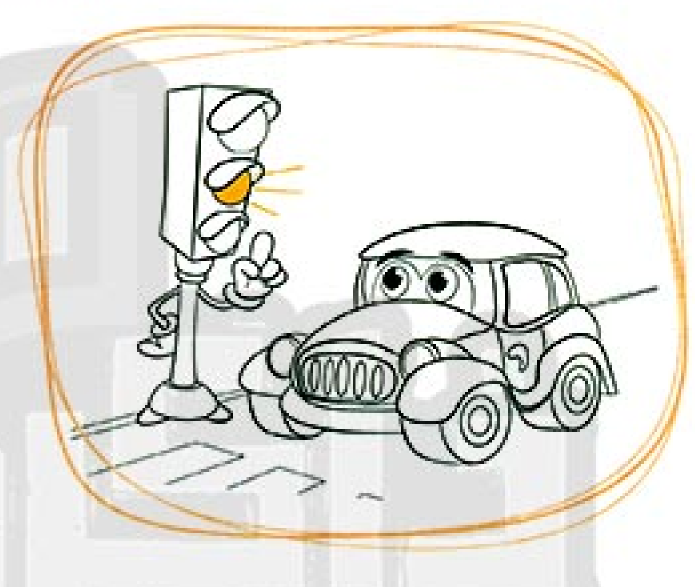
Traffic lights

Activity Color the pictures, then write what each traffic light means :

Stop - Wait - Go



....



....



....

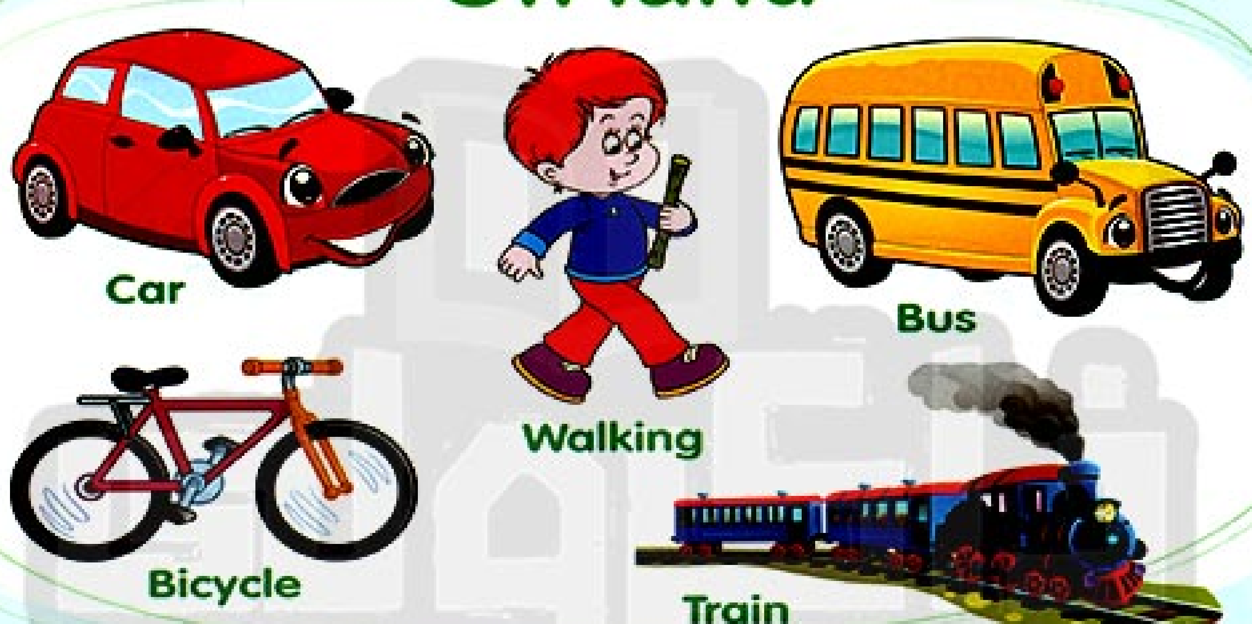
- Discuss with your child the traffic lights and what each color means.
- **Integration of subjects :** Social studies (identifying the traffic lights) - Writing (writing : words) - Art (coloring).
- **Life skills :** Observing - Identifying the relationships.




LEARN
Time

We travel around the world using different types of transportation , like :

On land



In water



Boat

In air



Airplane



We should take care of our environment from pollution. Some forms of transportations cause pollution and some don't.

Pollution



No pollution



Traffic signs and traffic lights are very important to be safe.



Traffic signs





Do not enter



Stop

Stop



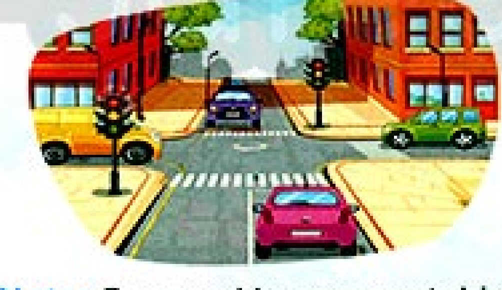
Slow down



Wear seatbelt

Traffic Lights





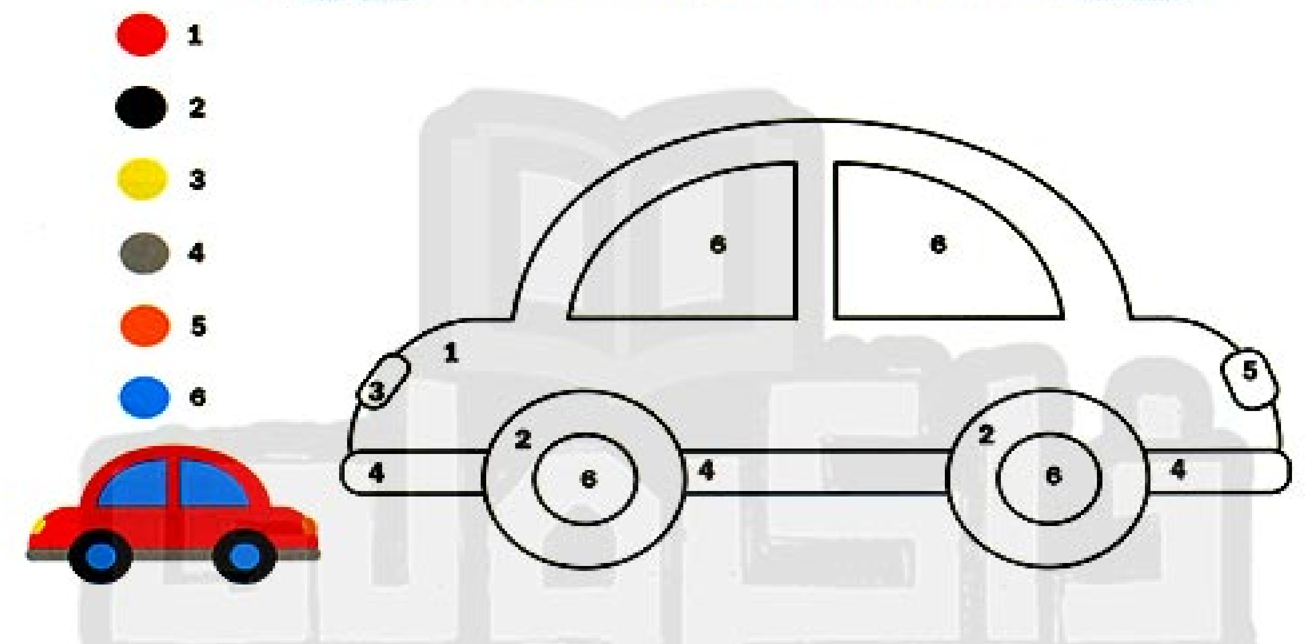
Note: Cars and buses must drive on the right side of the road.



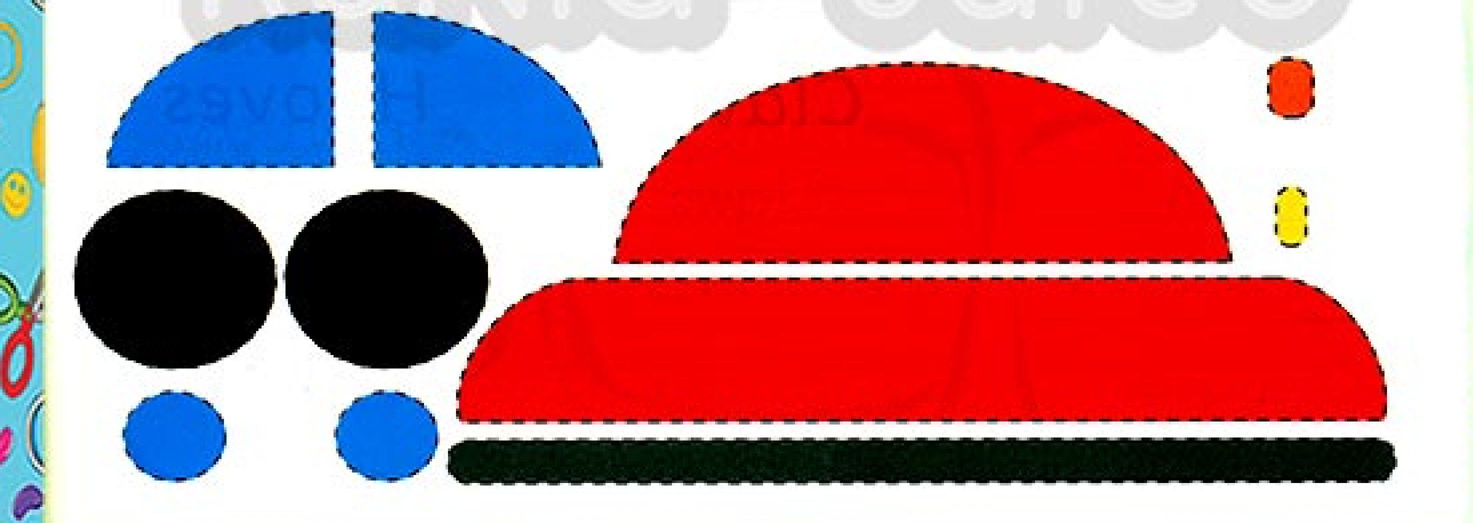
SHARE TIME

PROJECT Color by numbers, **then** make a model of car using craft paper :

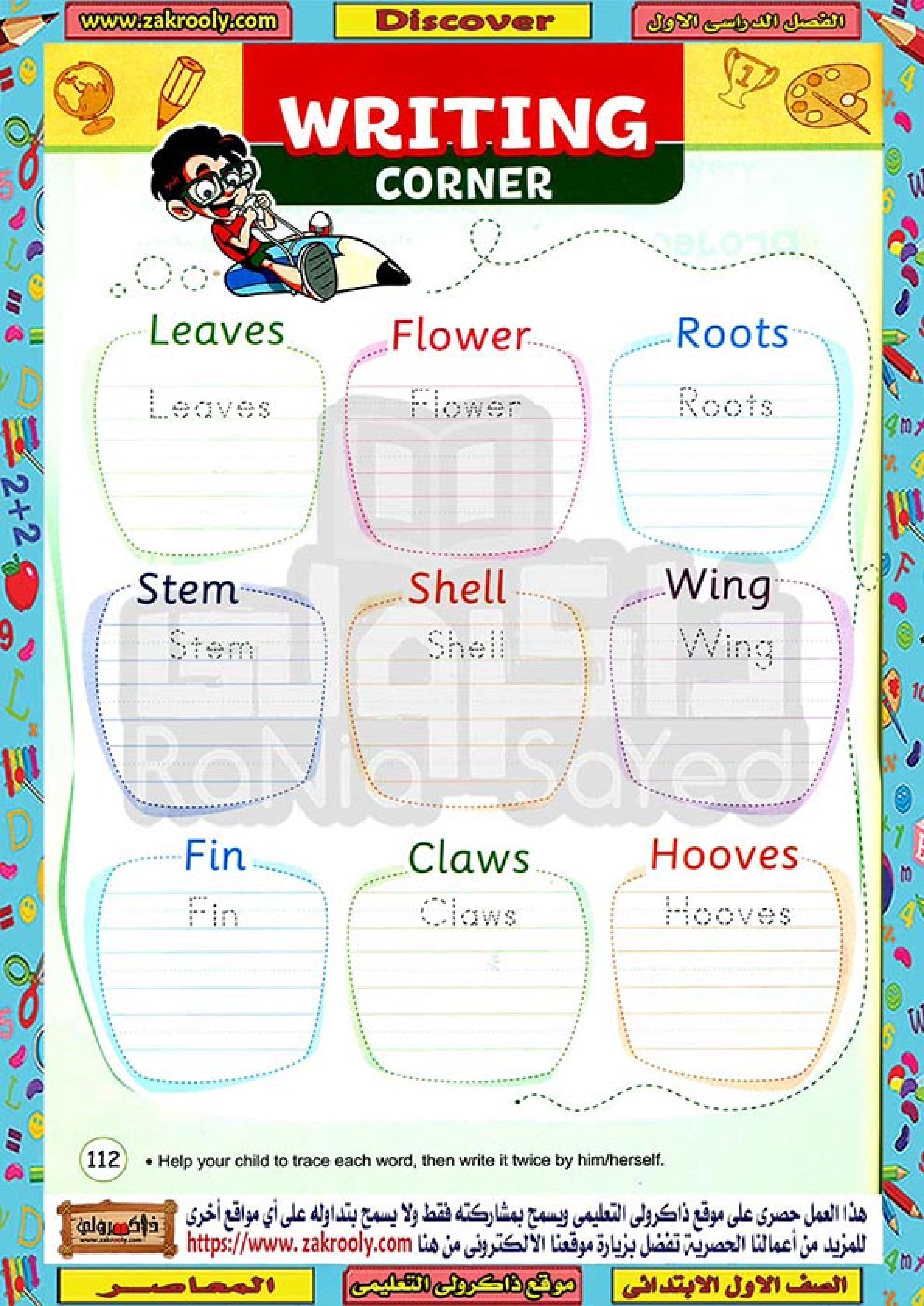
Color by numbers



Make a model







WRITING CORNER

Leaves	Flower	Roots
Leaves	Flower	Roots

Stem	Shell	Wing
Stem	Shell	Wing

Fin	Claws	Hooves
Fin	Claws	Hooves

• Help your child to trace each word, then write it twice by him/herself.



• Help your child to trace each word, then write it twice by him/herself.



• Help your child to trace each word, then write it twice by him/herself.



Fish

Fish

Cricket

Cricket

Car

Car

Train

Train

Walking

Walking

Boat

Boat

Airplane

Airplane

Bicycle

Bicycle

Bus

Bus

• Help your child to trace each word, then write it twice by him/herself.

CHAPTER 3

Growing Food in The World Around us



DISCOVER Time



The sun movement in the sky

Activity 1 Observe the sun location and your activity, then write the suitable number on each picture :

1. Sunset
2. Sunrise
3. Noon
4. Evening

- Help your child to observe the movement of the sun in the sky during the day and link it with the day times (sunrise - sunset - noon - evening).
- Read with your child the words: (sunrise - sunset - noon - evening).
- **Integration of subjects :** Science (observing daily movement of sun in the sky "sunrise- sunset") - Math (writing numbers).
- **Life skills :** Observing - Discovering.





Color, then join with the suitable day time :



Day









Night



- Help your child to compare between the day and night through the activities that he/she is doing during day.
- Read with your child the words : (day - night).
- **Integration of subjects :** Science (the difference between day and night) - Art (coloring).
- **Life skills :** Differentiating between day times.



Seasons of the year

Activity 1 Look at each picture, then write the name of the season under each picture :

Fall Summer Spring Winter

....

....

- Help your child to write the words representing the four seasons (spring - summer - fall - winter).
- **Integration of subjects :** Science (discovering the characteristics of the four seasons) - Social studies (distinguishing between the four seasons of the year using pictures).
- **Life skills :** Differentiating - Adapting to different seasons.



Activity 2 Complete the space, then join :



S _ m _ er



Fa _ _



Wi _ t _ r



S _ r _ ng

- Help your child to join the pictures representing the activities done in the four seasons.
- Be sure how well your child writing the words (summer - fall - winter - spring).
- **Integration of subjects :** Social studies (distinguishing between the four seasons of the year using pictures) - Writing (writing letters).
- **Life skills :** Selecting the appropriate alternative.



Activity 3 Match each part of clothes with the suitable season :



Glasses



Ice cap



Scarf

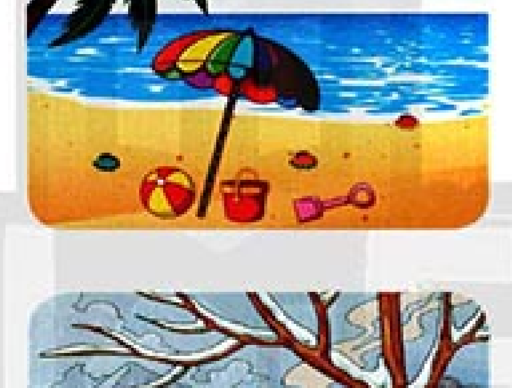


Short



Boots





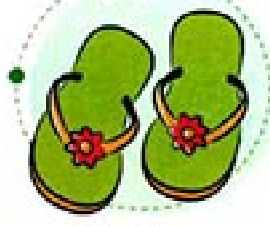






Coat

Slippers



Gloves



Socks



Hat



T-shirt



- Help your child to differentiate between the summer clothes and winter clothes and tell him/her that there are clothes specified for winter and for summer to realize that each season has its own clothes.
- **Integration of subjects :** Social studies (comparing clothing for winter and summer) - Art (drawing lines).
- **Life skills :** Observing - Exchanging information - Good inquiry.



Winter or Summer..?

Activity Trace the words, then classify the fruits and vegetables by putting a sign ✓ in winter box or summer box :

Fruits and vegetables	Winter	Summer
Orange	✓	
Beets		
Mango		
Watermelon		
Carrots		
Grapes		

- Discuss with your child the fruits and vegetables that grow in summer and winter.
- Encourage your child to pronounce the names of fruits and vegetables.
- **Integration of subjects :** Social studies (differentiating between winter and summer fruits and vegetables) - Writing (tracing words).
- **Life skills :** Observing - Exploring and comparing.

Healthy and unhealthy food

Activity 1 Sing the song. Underline the healthy food choices with [green pencil] and unhealthy (junk) food choices with [red pencil] :

Sing & learn

Do you like ...

Do you like healthy food ?
Or do you like junk food ?
I like chocolate bars ...
and I like apple pie !
I like chips and cookies ...
and I like salty fries !
But healthy food makes you strong !
Healthy food makes you fast !
Junk food it makes you weak !
Junk food makes you big and fat !
But healthy food helps you grow !
Healthy food is good for you !
Junk food it makes you soft !
Junk food it makes you slow !
Why would I eat the junk food ?

Chocolate bars · Apple pie · Chips · Cookies · Salty fries





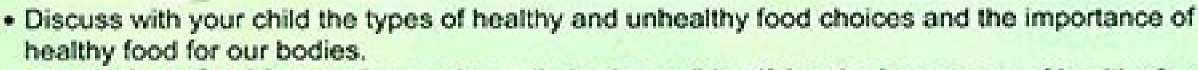






Fish · Eggs · Yogurt · Nuts · Fruits and vegetables · Rice · Beans

I want fish and eggs !
I love nuts and yogurt !
I love fruit and veg !
I love rice and beans !

- Discuss with your child the types of healthy and unhealthy food choices and the importance of healthy food for our bodies.
- **Integration of subjects :** Economic applied science (identifying the importance of healthy food) - Music (singing a song).
- **Life skills :** Observing - Distinguishing.











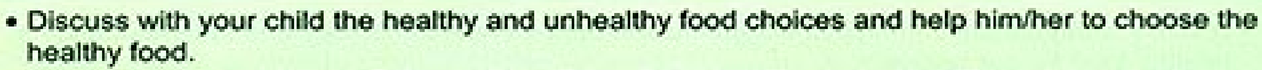
Activity 2 • Color the healthy food choices with [green pencil] and the unhealthy food choices with [red pencil] :











- Discuss with your child the healthy and unhealthy food choices and help him/her to choose the healthy food.
- **Integration of subjects** : Science (identifying some healthy and unhealthy nutritional habits) - Social studies (identifying some correct and incorrect nutritional practices).
- **Life skills** : Observing - Exploring nutritional practices.




LEARN
Time
The year consists of four seasons :
Winter
Fall
Spring
Summer
The colthes, vegetables and fruits differ in summer than in winter :
Scarf
Ice cap
Socks
Boots
Coat
Gloves
T-shirt
Short
Hat
Glasses
Slippers
Carrots
Beets
Orange
Watermelon
Mango
Grapes

The types of foods are divided into healthy and unhealthy :



DISCOVER Time

Farmer's Jobs

Activity put ✔ on the jobs that the farmer can do :













- Discuss with your child the jobs of farmers and the differences between the agricultural jobs and other jobs.
- **Integration of subjects :** Social studies (identifying the agricultural jobs) - Vocational fields (linking the farmers with their professions).
- **Life skills :** Understanding the relationships - Respect others.

Farmer's Tools

Activity Write the number of each tool to match the shadow with its correct tool :



- Discuss with your child the tools of farmers and the role of agricultural tools in agriculture and help your child to link between the tools with their shadows .
- **Integration of subjects :** Social studies (identifying the agricultural tools) - Vocational fields (matching agricultural tools with their pictures) - Math (writing numbers).
- **Life skills :** Observing - Discovering.

Agricultural and Industrial jobs

Activity Color the circle of the agricultural jobs with 
and that of the industrial jobs with :

















- Discuss with your child the difference between agricultural jobs and industrial jobs and the tools that are used in agriculture and industry.
- **Integration of subjects :** Social studies (distinguishing between the industrial and agricultural professions and their effect on the environment) - Vocational fields (the importance of various agricultural professions in society).
- **Life skills :** Distinguishing - Good inquiry - Respect others.

Plants



Activity Connect the dots by counting numbers, then color the picture :

- Let your child telling you about the parts of the plant and counting the numbers during connecting the dots.
- **Integration of subjects :** Math (counting numbers) - Art (coloring).
- **Life skills :** Discovering - Asking questions.





Plant Needs

Activity 1 Color the plant needs :

Sunlight

Air

Water

Plant

Soil

- Assist your child to learn what the plant needs for growing and survive.
- Encourage your child to pronounce the names of the plant needs.
- **Integration of subjects :** Science (identifying the plant needs to grow) - Art (coloring).
- **Life skills :** Observing - Recognizing the relationships.





Match the plant with its needs :



Butterfly



Water



Space

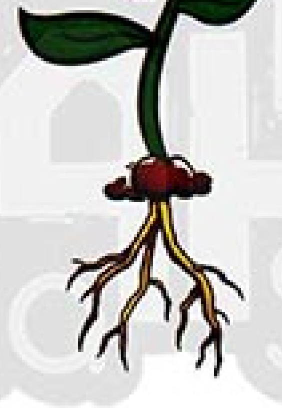




Bat



Soil





Air



Moon



Sunlight

- Let your child practice the needs of plants to grow by encouraging him/her to match the needs to the pla
- Read the words with your child.
- **Integration of subjects :** Science (identifying the plant needs) - Social studies (the importance of the plant needs for the plants).
- **Life skills :** Observing - Selecting the appropriate alternative.



Plant Uses

Activity Trace the words, then join the plants with their uses :





Clothes





Medicine





Fuel





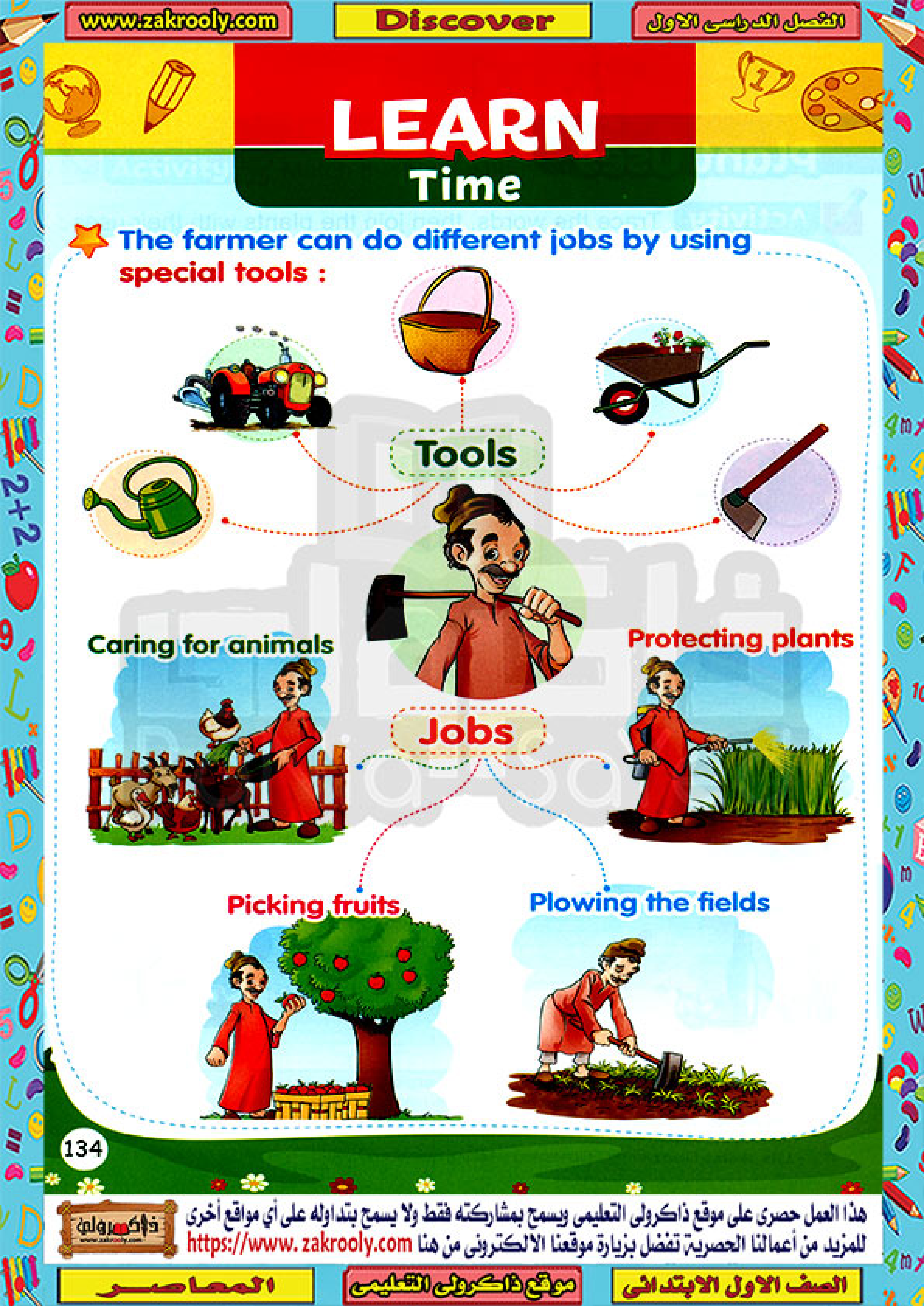
Food



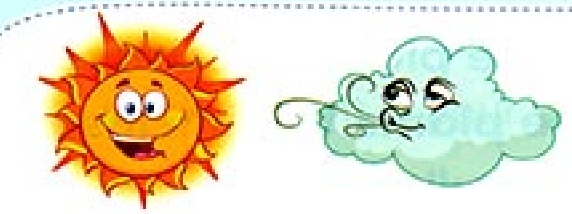


Shelter

- Encourage your child to pronounce the names of plant uses.
- Discuss with your child the different uses of the plants.
- **Integration of subjects :** Social studies (identifying the uses of the plants) - Writing (tracing the words).
- **Life skills :** Discovering - Observing - Asking questions.


LEARN
Time
The farmer can do different jobs by using special tools :
Tools
Jobs
Caring for animals
Protecting plants
Picking fruits
Plowing the fields

Plant Needs






Sunlight Air Water Soil Space



Plant Uses






Clothes Medicine Fuel Shelter Food

Weeds

The weeds are harmful for the plants, because they are competing with the plants to get closer to the sunlight. So, we must pull out them.



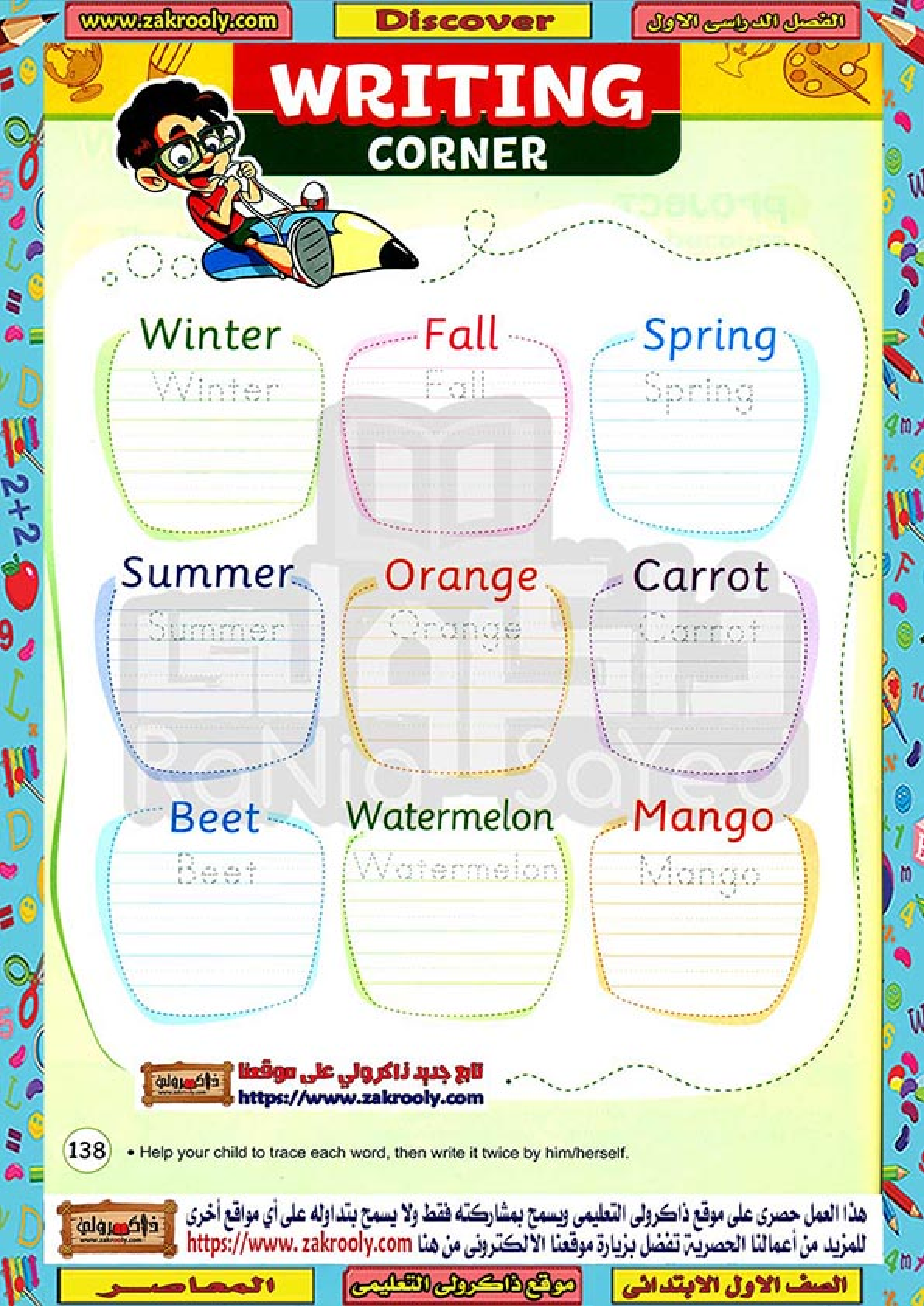
SHARE TIME

project

- Grow a plant in your house and search for how to plant it.
- Stick a photo for your plant in the frame below.

- Help your child to grow a plant like : "lettuce, bean, lentils ... etc"
- **Life skills :** Searching for information - Applying knowledge.





WRITING CORNER

Winter
Winter

Fall
Fall

Spring
Spring

Summer
Summer

Orange
Orange

Carrot
Carrot

Beet
Beet

Watermelon
Watermelon

Mango
Mango

• Help your child to trace each word, then write it twice by him/herself.



Grapes

Grapes

Food

Food

Clothes

Clothes

Fuel

Fuel

Shelter

Shelter

Medicine

Medicine

• Help your child to trace each word, then write it twice by him/herself.

CHAPTER 4

Celebrating The World Around us



DISCOVER Time

Celebrating the world around us

Activity 1 Match each celebration with its possible picture :



- New year's Eve



- Eid Al-Fitr



- Christmas



- Eid Al-Adha

- Discuss with your child the celebration of each feast in Egypt (New year's Eve, Eid Al-Fitr, Eid Al-Adha, Christmas).
- **Integration of subjects :** Social studies (Egyptian's celebrations) - English (reading the names of feasts accurately).
- **Life skills :** Observation - Identifying relationships - Exchanging information.



Color with  on the things that happen during Eid Al-Adha :

















- Discuss with your child how people celebrate Eid Al-Adha in Egypt.
- **Integration of subjects :** Social studies (celebration of Eid Al-Adha in Egypt) - Art (coloring).
- **Life skills :** Observation - Excluding the differents.

LEARN Time

Celebrations in Egypt :

New year's Eve

Fireworks go off in the sky



Families celebrate together



Children get new clothes



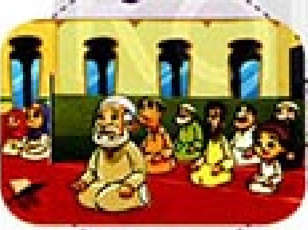
Girls and boys get sweets and toys



Eid Al-Fitr



They pray together



Families celebrate together



They eat Ka'ak



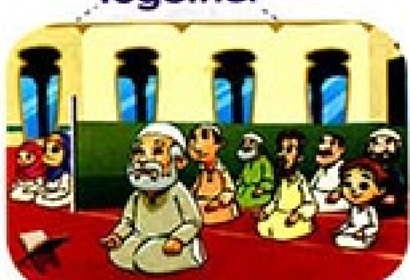
Children get Eid-ey-yah



They visit relatives



They pray together



Families celebrate together



They witness the sacrifice of the sheep



Eid Al-Adha

They eat fatta



Children get Eid-ey-yah



They visit their families



Christmas
7 / 1
Eid Almilad Al-magid

They eat meat





Families celebrate together



There are some examples of good and respectful behaviors to make a celebration great :



Visit relatives



Listening and paying attention



Saying thank you



DISCOVER Time



Egyptian food

Activity Color the circle of the traditional Egyptian dishes with :



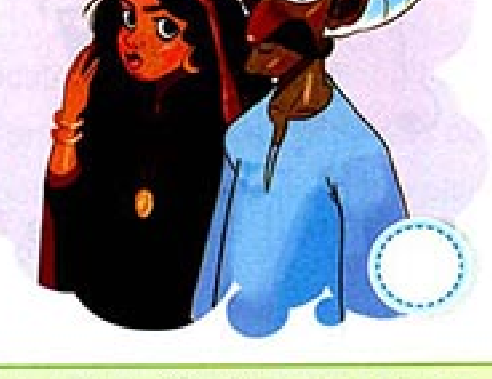
- Discuss with your child the traditional Egyptian dishes and introduce the ingredients of several famous dishes with your child.
- **Integration of subjects :** Social studies (identifying models of public heritage "e.g : traditional foods" - Economics and applied science (listening carefully to others) - Art (using colors).
- **Life skills :** Observation - Critical thinking - Excluding the differents.

Egyptian costumes

Activity 1 Check ✓ on the items of traditional Egyptian costumes :







- Discuss with your child the traditional clothes in Egypt and tell him/her that traditional Egyptian costumes depend on where people live.
- Tell your child that we don't need to be similar, but we have to respect the differences.
- **Integration of subjects :** Social studies (identifying models of public heritage "e.g : traditional clothes") - Applied science (listening carefully to others).
- **Life skills :** Observation - Collectiong data - Respecting others.



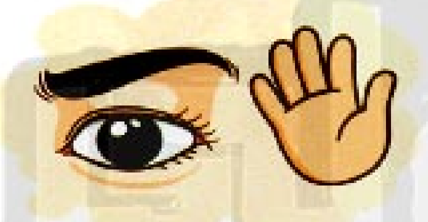
Egyptian traditions

Activity Join your senses with the suitable Egyptian traditions :



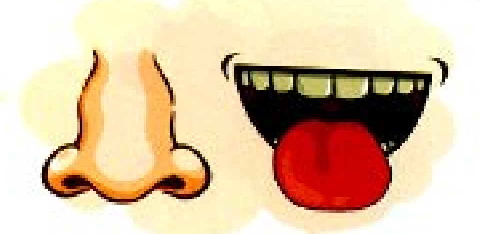


I can hear the songs.





I can see and feel the clothing.



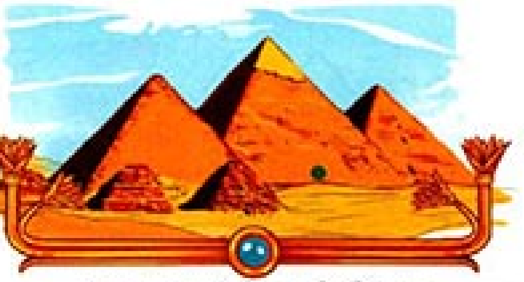


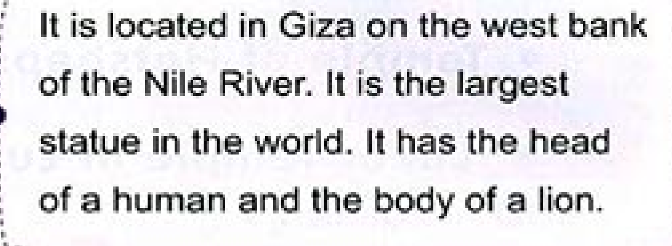
I can smell and taste food.

- Discuss with your child how he/she can use his/her five senses to express the Egyptian traditions.
- **Integration of subjects :** Science (using the five senses) - Social studies (identifying the models of public heritage "food, clothing and songs").
- **Life skills :** Observation - Collecting data.

Egyptian monuments

Activity 1 Join the Egyptian monument with its information :


Pyramids of Giza

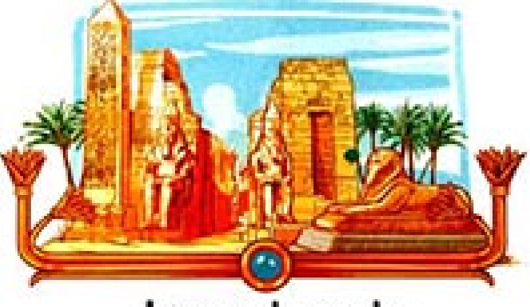

It is located in Giza on the west bank of the Nile River. It is the largest statue in the world. It has the head of a human and the body of a lion.


Sphinx

They are located in Giza. They are the most famous Egyptian monument. Their number is three and the greatest one is Khufu that is the largest and tallest one.


Temple of Hatshepsut

It is located on the east bank of the Nile River. It was dedicated to bury three Egyptian kings.

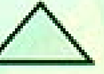

Luxor temple

It is located on the west bank of the Nile River and is built into a cliff. It was built to honor Queen Hatshepsut. It is also in honor of Amun.

- Discuss with your child the most famous Egyptian monuments and help him/her to read the informational texts about monuments.
- **Integration of subjects :** Social studies (identifying the historical sites in Egypt) - Economics (the importance of the monuments for tourism).
- **Life skills :** Observation - Exchanging information - Active listening.



Locate the historical sites around the Nile River on the map of Egypt by using the signs inside the box :

- Pyramids of Giza and sphinx in Giza 
- Temple of Hatshepsut in Luxor 
- Luxor temple in Luxor

Egypt

Alexandria
Cairo
Giza
Nile River
Luxor
Aswan
N
W
E
S

- Help your child to locate the historical sites and monuments on the map by using the simple geometric shapes.
- **Integration of subjects :** Social studies (recognizing the historical sites using the main directions on the map of Egypt) - Art (using simple geometric shapes).
- **Life skills :** Observation - Spatial intelligence.





Help Kareem to travel to each historical site by the possible transportation :

My name is Kareem. I live in Cairo



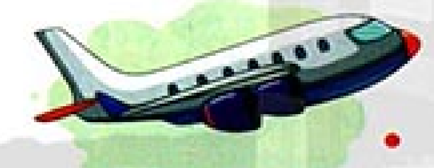
Pyramids of Giza



Bus



Sphinx



Airplane



Temple of Hatshepsut



Train





Car

Luxor temple

- Discuss with your child the possible modes (forms) of transportation to travel to the historical sites.
- **Integration of subjects :** Social studies (using the modes of transportation) - Applied science (traveling to the historical sites by using the transportation).
- **Life skills :** Observation - Critical thinking.

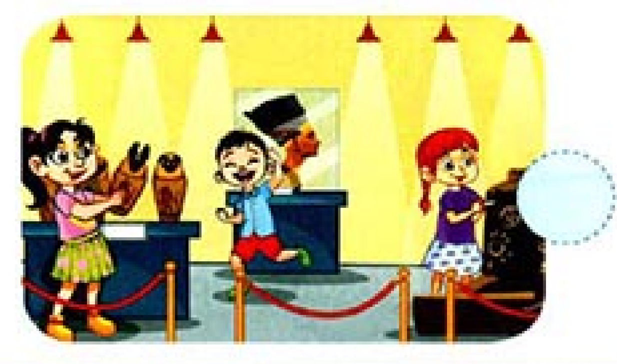
Appropriate behaviors for visiting historical sites

Activity Put ✓ for the good behaviors for visiting historical sites and ✗ for the bad behaviors :










- Discuss with your child the appropriate behaviors for visiting historical sites or monuments.
- **Integration of subjects :** Social studies (recognizing the good behaviors for visiting monuments) - English (listening and speaking during discussion).
- **Life skills :** Observation - Following rules - Appreciate monuments.



LEARN Time

Egypt has many historical sites :

Pyramids of Giza

Are located in : Giza.
They are the most famous Egyptian monument. There are three pyramids and great pyramid of khufu is the largest and tallest pyramid in Egypt.

Sphinx

Is located in : Giza
on the west bank of the Nile River. It is the largest statue in the world. It has the head of a human and the body of a lion.

Luxor temple

Is located on :
the east bank of the Nile River.
The temple was dedicated to bury three Egyptian kings.

Temple of Hatshepsut

Is located in : Luxor
on the west bank of the Nile River.
The temple is built into a cliff. It was built to honor Queen Hatshepsut. It is also in honor of Amun.

EGYPT

Songs



The singer plays the Rababa

Food



Full medames

Clothing





We should respect our Egyptian monuments by following the appropriate behaviors for visiting monuments of historical sites, which are :



- Stand in line to wait your turn.
- Be silent or speak quietly.
- Keep clean.
- Don't touch anything unless invited to do so.









SHARE TIME

PROJECT Egyptian monuments in my city

Search on the Internet for the Egyptian monuments in your city and make a poster about four of them and write their names.

Egyptian monuments in ....

....

....

....

....

- Help your child to search on the Internet for information about Egyptian monuments in your city, then print pictures and crop them to make a poster about monuments in your city.
- **Integration of subjects :** Computer (surfing the Internet) - Social studies (making a poster about Egyptian monuments in a city).





WRITING CORNER

Tradition

Tradition

Monument

Monument

• Help your child to trace each word, then write it twice by him/herself.